

**FORT LEE BOARD OF EDUCATION
FORT LEE, NEW JERSEY**

PUBLIC BUSINESS MEETING AGENDA

**THE BOARD OF EDUCATION WILL IMMEDIATELY ENTER CLOSED SESSION TO
DISCUSS CONFIDENTIAL MATTERS.**

THE REGULAR PUBLIC MEETING WILL COMMENCE AT 7:30 P.M.

Monday, September 9, 2019
Meeting Start Time: 6:45 pm

Fort Lee High School Media Center
3000 Lemoine Avenue, Fort Lee, New Jersey 07024

CALL TO ORDER BY THE PRESIDENT

FLAG SALUTE

PUBLIC ANNOUNCEMENT

The New Jersey Open Public Meetings Law was enacted to ensure the right of the public to have advance notice and to attend the meetings of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of the Act, the Fort Lee Board of Education has caused notice of this meeting to be published on January 16, 2019 and posted in the entrance hall of the Board Office, 2175 Lemoine Avenue; published in the Board's designated online media outlet/newspaper: The Record; filed with the Clerk of the Borough of Fort Lee; and mailed to all persons, if any, who have requested said notice. Please be advised that this meeting is being taped and will be broadcasted on local TV and the district's website at a future date.

ROLL CALL

EXECUTIVE SESSION - Approximately 6:45 p.m.

The Board shall recess to Executive Session in accordance with New Jersey's Open Public Meetings Act, N.J.S.A. 10:4-12(b) (1~9). The general nature of the discussion will involve matters confidential by law, any investigations or tactics or techniques to protect persons or public property, litigation, anticipated litigation and attorney-client matters. These matters will be disclosed to the public as soon as the need for confidentiality no longer applies.

MOTION TO RECONVENE PUBLIC SESSION

Immediately following Executive Session – Approximately 7:30 p.m.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

- ♦ HIB Report

COMMITTEE REPORTS

**HEARING OF CITIZENS - QUESTIONS AND COMMENTS FROM THE PUBLIC ON ITEMS
LISTED ON TONIGHT'S AGENDA AND ANY OTHER TOPIC OF CONCERN**

PUBLIC PARTICIPATION

Public participation shall be governed by the following rules (per District Policy #0167):

1. A participant must be recognized by the presiding officer and must preface comments by an announcement of his/her name, place of residence, and group affiliation, if appropriate.
2. Participants are limited to three minutes in which to make their statement. Additional time may be granted at the discretion of the presiding officer.
3. The Board will not entertain any comments from persons who communicate obscene material, make statements which are considered bias intimidation in which a person intends to intimidate any individual or group because of race, color, religion, gender, handicap, sexual orientation or ethnicity or makes comments intending to harass or speak any offensive language.
4. All statements shall be directed to the presiding officer; no participant may address or question Board members individually.
5. The presiding officer may:
 - a. Interrupt, warn, or terminate a participant's statement when the statement is too lengthy, abusive, obscene, or irrelevant;
 - b. Request any individual to leave the meeting when that person does not observe reasonable decorum;
 - c. Request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting;
 - d. Call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action; and
 - e. Waive these rules when necessary for the protection of privacy or the efficient administration of the Board's business.

RESOLUTIONS

BOARD

- 1B THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, approves the following minutes:

Public Business Meeting Minutes	August 26, 2019
Private Executive Meeting Minutes	August 26, 2019

- 2B THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, approves the attendance of Board Members at the following workshops:

<u>WORKSHOP</u>	<u>DATE</u>	<u>BOARD MEMBER</u>	<u>PLACE</u>	<u>AMOUNT PER PERSON</u>
Bergen County Meeting – Advocacy	Thursday, October 3, 2019	Elisa Cho Paula Colbath Esther Han Silver Holly Morell Kristen Richter Candace Romba Michael Rubino	Clinton Inn Hotel 145 Dean Drive Tenafly, NJ 07670	-0-

- 3B THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, approves the submission of the attached **Merit Goals for Business Administrator/Board Secretary Haquisha Q. Taylor for the 2019-2020 school year** to the Executive County Superintendent for approval. [See Appendix Page 10](#)

BUILDINGS & GROUNDS

- 1B&G THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent approves the **Integrated Pest Management Plan** for each school building for the 2019-2020 school year. *(Attachment available at Central Office)*

CURRICULUM & INSTRUCTION

- 1CUR THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves **class trips** listed in the attached summary. [See Appendix Page 12](#)
- 2CUR THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the amended **Intervention & Referral Services (IR&S) Manual** for Fort Lee Public Schools. [See Appendix Page 13](#)
- 3CUR THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the amended **504 Manual** for Fort Lee Public Schools. [See Appendix Page 44](#)
- 4CUR THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the attached **District Mentoring Handbook**. [See Appendix Page 54](#)
- 5CUR THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **District Social Studies Curriculum, Textbooks and Resources 2019-2020 (Social Studies Alive/America's Past)** for grades 4 and 5. [Curriculum Document Folder](#) & [Academic Textbooks & Resources 2019-2020](#)

FINANCE

- 1F THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the payment of the claims on the current bills list in the amount of **\$1,092,272.29 for September 2019 checks**. [See Appendix Page 117](#)
- 2F THEREFORE BE IT RESOLVED**, that the Board of Education, upon recommendation of the Superintendent, accepts the following **donation**:

Item	Amount/ Estimated Value	Donor	On Behalf Of
Luncheon	\$718.65	Anthony Papavasiliou It's Greek to Me Restaurant 1611 Palisade Avenue Fort Lee, NJ 07024	District New Teacher Orientation

3F **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, accepts the **non-public funding for the 2019-2020 school year** as follows:

Non-Public Funding 2019-2020	
Nursing	\$15,132
Technology	\$ 5,616
Textbook	\$ 8,223
Security	\$23,400

4F **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, accepts **non-public school transportation funding for the 2018-2019 school year** as follows:

Non-Public Funding 2018-2019	
Transportation	\$65,990

5F **WHEREAS**, the Fort Lee Board of Education, hereafter referred to as "**Educational Facility**" is a member of the School Alliance Insurance Fund, hereinafter referred to as "**Fund**"; and

WHEREAS, said renewal membership terminates as of July 1, 2019 at 12:01 a.m. standard time, unless earlier renewed by agreement between the **Educational Facility** and the **Fund**; and

WHEREAS, the **Educational Facility** is afforded the following types of coverages:

- Workers' Compensation
- Supplemental Indemnity - Workers' Compensation
- Package - Property, Boiler & Machinery, General and Auto Liability, Environmental Impairment Liability
- Excess Liability (AL/GL)
- School Leaders Professional Liability
- Excess Liability (SLPL)
- Foreign Travel Liability
- Student Accident
- Security Guard Liability

WHEREAS, the **Educational Facility** desires to renew said membership;

NOW THEREFORE, BE IT RESOLVED as follows:

1. The **Educational Facility** agrees to renew its membership in the **Fund** for a period of three years beginning July 1, 2019, and ending July 1, 2022 at 12:01 a.m. eastern standard time, and to be subject to the coverages, operating procedures, bylaws, and other organizational and operational documents of the **Fund** presently existing or as from time to time amended by the **Fund** and/or the Department of Banking and Insurance.

2. The **Educational Facility's** Business Official, Haquisha Q. Taylor, is hereby appointed as the **Educational Facility's** Fund Commissioner and is authorized to execute the renewal Indemnity and Trust Agreement thereby evidencing annexed hereto and made a part hereof and to deliver same to the **Fund** the **Educational Facility's** renewal of its membership.

6F THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **rates for official fees for carded clock operators for the 2019-2020 school year** as follows:

Football \$75.00 per game
Basketball, Soccer, Wrestling \$50.00 per game

7F THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, authorizes the Business Administrator/Board Secretary to **renew the following amended transportation contracts with First Student Incorporated, for the 2019-2020 school year**. This supersedes Resolution No. 29761 previously approved on August 12, 2019

Route No.	Contract Amount
0001-Athletics	\$49,726.53
0010-Fort Lee Intermediate School	52,427.34
25DE-Dwight Englewood	24,197.65
Total Contract Amount	\$126,351.52

8F THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **disposal of obsolete vehicles and equipment**:

Quantity	Description	Location	FLBOE ID#s	Reason
1	1998 Jeep Cherokee	District	VIN #WL221014	Obsolete
1	2001 GMC Cargo Chassis	District	VIN#1J802487	Obsolete
1	Enamel Kiln	FLHS	Asset Tag #11816	Obsolete

PERSONNEL

1P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the attendance of staff members at the **staff trips/conferences** listed on the attached summary. [See Appendix Page 141](#)

2P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following **resignations**:

<u>RESIGNATIONS</u>			
Employee	Position	Location	Effective Date
Katherine Ramirez	Paraprofessional	LFCIS	8/26/19
Sean Scully	Assistant Football Coach	FLHS	8/25/19
Dana Ripoli	Paraprofessional	School 2	8/28/19
Rachel Murphy	Paraprofessional (Declined Position)	School 2	9/3/19
Darlene Negron	Paraprofessional	School 1	8/29/19

3P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following **appointments for the 2019-2020 school year**, pending verification of employment:

<u>APPOINTMENTS</u>						
First Name	Last Name	Position	Loc	Position Control #	Annual Salary (Pending Negotiations)	Effective Date
Mark	Bitar	Supervisor, Math & Science	CO	00-0300-03	\$92,000.00 prorated	8/26/19 Amended
Kevin	Sylvester	Music Teacher	S4	04-2100-06	\$66,230.00 Step 6/MA	9/1/19 Amended
Xin	Cai	Teacher World Language PT (Mandarin) (.6)	FLHS	07-1401-03	\$60,581.00 Step 17/MA+30	9/1/19 Amended
Tracey	Robinson	Coordinator - Transportation and Food Services	CO	00-9301-01	\$53,000.00 prorated	9/23/19

4P **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following **staff transfers** during the 2019-2020 school year.

TRANSFERS						
Name	From Location	From Position	To Location	To Position	Salary Change	Effective Date
Hugo Bortoli	S1	Custodian	LFCIS	Custodian	N/A	9/1/19
Yordanis Morales Cruz	LFCIS	Custodian	S4	Custodian	N/A	9/1/19
Anthony Duffy	LFCIS	Custodian	S1	Custodian	N/A	9/1/19

5P **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the following **leaves**:

LEAVES								
Name	Position	Loc	Type	New or Amended	Paid Leave	Unpaid Leave with benefits	Unpaid Leave No Benefits	Return Date
Kaitlyn Rakas	Teacher Grade 3	S1	Maternity	Amended	9/1/19 to 10/25/19	10/26/19 to 2/2/20	N/A	2/3/2020

6P **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **creation of 2 position(s) for a Bus Driver (1.0) and Part-time Bus Aide (.5)** for the 2019-2020 school year.

7P **THEREFORE BE IT RESOLVED**, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **appointment of the following Substitutes** for the 2019-2020 school year:

SUBSTITUTES
Tyler Sanders
Jeffrey Tucker
Andrew Park (Amended)
Corrine Glowski
Michael Creed

8P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **salary adjustment for the removal of the night shift differential pay of \$375.00** for the following custodians, effective September 1, 2019:

Val Chiaviello
Miguel McKullok
Jorge Brito
Antonio Perrone

9P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **updated Position Control List** for the 2019-2020 school year. *See Appendix Page 142*

10P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the revised salaries adjustments for **staff members under the Fort Lee Administrator’s Group (FLAG) Agreement for the 2018-2019 and 2019-2020 school years**, based upon the execution of the Memorandum of Agreement (MOA) approved on Resolution No. 29788 dated August 26, 2019. *See Appendix Page 182*

11P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **placement of the following Student Teachers or Practicum Candidates** during the Fall 2019 semesters:

Referring University	Student Name	Type of Placement	Subject Area	Duration	Months From-To	School Placed	Cooperating Staff Member
William Paterson University	Krista Rambala	Internship	School Counseling	300 hours	Sept – Dec 2019	HS	Lauren Carrubba

12P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the **appointment of Co-Curricular Advisors** for the 2019-2020 school year. All appointments are subject to completion of all personnel documentation and fingerprinting process, prior to starting of said activities.

Name	Co-Curricular Activity	Class	19-20 Stipend	Agenda Date
Kyle Cosman*	Band Wind Instructor-HS	A	\$2,126.00	9/9/19
Kenneth Korlishin*	Brass Instructor	A	\$2,126.00	9/9/19
Yuri Resetov	Drill Technician	A	\$2,126.00	9/9/19
Julia Haviland*	Marching Band Drill Instructor - HS	A	\$2,126.00	9/9/19
Jonathan Feis*	Percussion Instructor	A	\$2,126.00	9/9/19
Joseph Picone	Assistant Band Director-HS	C	\$6,327.00	9/9/19
Caitlin Feis*	Color Guard/Winter Guard	C	\$6,327.00	9/9/19
Harry Welte	Marching Band Coordinator	Hourly	\$68.82/hr. not to exceed \$5,787 (approx. 84 hrs.)	9/9/19

*Out-of-District

13P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of **Fall Coaches** for the 2019-2020 school year, as follows. All appointments are subject to completion of all personnel documentation and fingerprinting process, prior to starting of said activities.

Coach	Sport	Position	Season	Class	Step	Stipend
Vincent Tripodi (Pending Certification)	Football	Assistant Coach	Fall	I	1	\$6,594
Robert Gehres	Boys Soccer	Assistant Coach	Fall	II	2	\$6,524

BE IT FURTHER RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of a **Volunteer Athletic Coach** for the 2019-2020 Fall Season, with no compensation, as follows:

Michael Miqueli - Volunteer Assistant Football Coach

14P THEREFORE BE IT RESOLVED, that the Fort Lee Board of Education, upon recommendation of the Superintendent, approves the appointment of additional **Curriculum Writers** for 2019-2020, for services to be performed outside the contractual day, to be paid a stipend at an hourly rate of \$45.00 per hour, for an aggregate total not to exceed \$30,000 to be charged against account # 11-000-221-104-00-000, for the teaching staff members listed below:

CONTENT AREA	CERTIFICATED STAFF MEMBERS
K-6 Physical Education	Tara Gratacos

OLD BUSINESS

NEW BUSINESS

ADJOURNMENT

RESPECTFULLY SUBMITTED,

Haquisha Q. Taylor

HAQUISHA Q. TAYLOR
SCHOOL BUSINESS ADMINISTRATOR/BOARD SECRETARY

HQT/sa
Attachments
09-05-2019

MERIT GOAL SUBMISSION FORM School Year 2019-2020

Name of Individual HAQQUISHA Q. TAYLOR

Title BA/BOARD SECRETARY

Quantitative Goal Percentage _____
Dollar Value _____

Qualitative Goal 1 Percentage 3%
Dollar Value 4,918.50

Description of Goal: The Business Administrator will implement a new subscription bussing program for 5th and 6th grade students living less than two miles from the new Intermediate School.

Evidence of Completion:

Subscription bussing programs currently do not exist. Completion of this goal will be evidenced by applications for bussing service, correspondence to parents informing them of bus stops and times, payments from parents posted to the accounting general ledger, and actual bus transport of 5th and 6th graders to the new Intermediate School.

Individual(s) responsible for goal completion:

HAQQUISHA Q. TAYLOR

Timeline(s) to complete the goal for the 2019 - 2020 School Year:

June 30, 2020

* Attach any data/reports to be used as a basis of measurement

NO DATA ATTACHED

Date sent to ECS _____

Signature and Date Approved by ECS _____

THIS FORM MUST BE SUBMITTED TO THE ECS NO LATER THAN SEPTEMBER 1, 2019.

MERIT GOAL SUBMISSION FORM School Year 2019-2020

Name of Individual HAQUISHA Q. TAYLOR

Title BA/BOARD SECRETARY

Quantitative Goal

Percentage 2%
Dollar Value 3,279.00

Qualitative Goal

Percentage _____
Dollar Value _____

Description of Goal: The Business Administrator will generate at least \$25k in revenues or savings from unanticipated sources.

Evidence of Completion: Completion of this goal will be evidenced either by Unrestricted Revenues exceeding it's budgeted amount (\$93,775) by \$25k and by documentation of the excess revenue being initiated by HQT OR by a documented previous year(s) expense (PO or other contract agreement) amount being reduced in 2019-2020 because of HQT's negotiations and or process re-engineering implemented.

Individual(s) responsible for goal completion:

HAQUISHA Q. TAYLOR

Timeline(s) to complete the goal for the 2019 - 2020 School Year:

June 30, 2020

* Attach any data/reports to be used as a basis of measurement

NO DATA ATTACHED

Date sent to ECS _____

Signature and Date Approved by ECS _____

THIS FORM MUST BE SUBMITTED TO THE ECS NO LATER THAN SEPTEMBER 1, 2019.

**CLASS TRIPS
BOARD AGENDA OF 9/9/2019**

Teacher Name	District Location	Grade/Dept	Destination/Purpose	Location	Trip Date	Number of Students	Cost to District	Total Cost to Student
Elkhechen, S.	HS	9-12	Varsity Debate, Bergen County Debate League	Fort Lee, Dumont, Fair Lawn, River Dell, East Rutherford & Westwood, NJ	10/18,11/1,11/22, 12/6/2019,1/10, 2/4,2/28 & 3/12/2020	37	\$1,500.00	\$0.00
Elkhechen, S.	HS	9-12	J.V. Debate, Bergen County Debate League	Fort Lee, Hackensack, Tenafly & Demarest, NJ	10/15,10/29, 11/14/2019,1/10, 2/4,2/28 & 3/10/2020	37	\$900.00	\$0.00
TOTAL							\$2,400.00	\$0.00

Fort Lee School District
Department of School Counseling
K-12 Department of Special Education



Intervention & Referral Services
Procedural Manual

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Mission Statement

The Intervention and Referral Services (I&RS) Team is a building based team comprised of administrative and instructional school staff and parents committed to supporting students who are at risk in the general education population. The I&RS Team assists school staff by providing strategies and interventions to resolve an array of academic and behavioral problems in the general education setting. The I&RS Team process provides students with an opportunity to be successful in the overall school environment.

The I&RS Team process is not an automatic precursor to a Child Study Team evaluation. It represents a separate and distinct team effort to provide help via classroom activities. However, some students may be referred to the Child Study Team for an evaluation after an I&RS team intervention is unsuccessful.

SECTION I

N.J.A.C. 6A:16-8.1

I&RS Procedures

I&RS Participants

Purpose of an I&RS Team

Criteria for Team Members

Role of I&RS Team Members

Functions of I&RS Team Members

Meeting Format

Hibstervation

INTERVENTION AND REFERRAL SERVICES

N.J.A.C. 6A:16-8.1

IMPORTANT ANNOUNCEMENT: In February 2014, the New Jersey State Board of Education re-adopted *N.J.A.C. 6A:16*, with amendment to the regulations at *N.J.A.C. 6A:16-8* that establish intervention and referral services (I&RS) and outline the functions of this system in each school building. The I&RS manual is currently being updated to reflect these changes and will be posted to this website upon completion. The current regulations can be accessed at <http://www.state.nj.us/education/code/current/title6a/chap16.pdf>.

6A:16-8.1 Establishment of intervention and referral services

(a) District boards of education shall establish and implement a coordinated system in each school building in which general education students are served for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.

1. The intervention and referral services shall be provided to aid students in the general education program; and
2. The intervention and referral services, pursuant to N.J.S.A. 18A:46-18.1 et seq. and this subchapter, may be provided for students who have been determined to be in need of special education programs and services. The intervention and referral services provided for students who have been determined to be in need of special education programs and services shall be coordinated with the student's Individualized Education Program team, as appropriate.
3. Child study team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6

6A:16-8.2 Functions of intervention and referral services

(a) The functions of the system of intervention and referral services in each school building shall be to:

1. Identify learning, behavior and health difficulties of students;
2. Collect thorough information on the identified learning, behavior and health difficulties;
3. Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;

4. Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties;
5. Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
9. Maintain records of all requests for assistance and all intervention and referral services action plans and all related student information, according to the requirements of 20 U.S.C. § 1232 and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CFR part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6A:32-7, Student Records; 45 CFR §160, Health Insurance Portability and Accountability Act, 20 U.S.C. § 6301, Title IV (A)IV § 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; A.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling, information from participants, disclosure; N.J.A.C. 6A: 16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records; Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws pertaining to student records and confidentiality.
10. Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and
11. At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate

Intervention and Referral Services Procedures

In September the I&RS Team is to announce the dates and times of the I&RS meetings for the year. There are to be two meetings per month. September meetings should be used to discuss cases carried over from the year prior. Action plans from the previous year should be distributed to current year teachers. The entire I&RS process is tracked through the Hibstervention Software System. All forms are electronically stored, viewed and signed off on within this system.

Step 1: The referring person (teacher, family, or staff member) must create a pre-referral and manage best practices and interventions for a minimum of three weeks prior to referring to I&RS. Three weeks is best practice but not mandatory for all cases. The pre-referral and the pre-referral form must be completed in its entirety prior to the referral being accepted.

Step 2: The I&RS Team will review the pre-referral and decide whether or not the case will be accepted. Parental contact will be made to inform parents of the meeting date. The following data will be gathered to discuss at the meeting-- report cards, standardized test data, attendance information, discipline data, social-emotional referrals, prior referrals and teacher observation forms. The nurse must complete it and then upload it back into the Document tab. All data should be in Hibstervention or uploaded into the Document tab of Hibstervention. Paper folders will no longer be kept.

Step 3: Develop the formal action plan at the I&RS meeting. The I&RS Team, in conjunction with the family and the teacher(s), develops an action plan to assist the student and the teacher. The action plan should be completed at the meeting and is a tool to assist teachers in assisting the student. The action plan should consist of strategies for the teacher to use in the classroom but can also include outside assistance. An I&RS team member is assigned to be the case manager, to monitor the plan and strategies that will be implemented. The School Counselor can also serve as a case manager. The School Counselor determines a follow-up meeting date/time to review the action plan. Cases should be reviewed between forty and ninety days. Meeting minutes are to be recorded at each meeting in the Case Notes tab of Hibstervention.

Step 4: Once the action plan is created it should be shared with the I&RS Team, teachers and parents of the student. The case manager is to ensure all staff signatures are obtained via Staff Signature tab in Hibstervention.

Step 5: *Support, Evaluate and Continue the Process:* Teachers must rate the effectiveness of the action plan on an ongoing basis via Hibstervention every forty to ninety days.

Step 6: The School Counselor notifies the teacher(s) and all individuals with plan of the follow-up meeting date and time. The School Counselor notifies the family of a follow-up meeting with the appropriate date and time to the student's home. The I&RS Team, family, teacher(s) and individuals with responsibilities for the action plan, meet and review the student's progress at another IR&S meeting within forty to ninety days.

If the student is successful with implemented interventions in the regular education classroom, the team will discontinue I&RS. Follow up becomes the responsibility of the School Counselor.

Step 7: The I&RS Team continues to meet at regular intervals to monitor progress and/or to amend the action plan. All stakeholders are notified of the meeting dates/times via Hibstervention. If the student is **not** successful with the implemented interventions in the regular education classroom, after an extended period of time, the I&RS Team or the parent decides whether referral to the Child Study Team is warranted. However, additional interventions may be implemented first. A referral to the Child Study Team can be submitted electronically via Hibstervention.

Participants in the I&RS Process

The school's Intervention & Referral Services (I&RS) Team is an ancillary student support service with the goal of assisting school staff and parents to address the spectrum of students learning, behavior and health problems encountered in the general education program. The emphasis is on early identification and intervention to counter problems at the classroom and school level.

The structure of the I&RS Team should be a collaborative team approach featuring structured and collegial planning, decision making and problem solving for general education students. Parents are to be actively involved in the process but parental permission is not required.

The intent of the I&RS Team is to address the full range of issues, academic, behavior and health, that may interfere with a student's ability to learn and adjust properly in a school environment. Students whom are referred to occupational therapy, BSI and end of year retention should be reviewed and monitored by the I&RS Team.

I&RS Team Participants

- Principal or Designee
- School Counselor
- One Consistent General Education Teacher
- One Consistent Child Study Team Member
- School Nurse
- Additional CST Support (*as needed*)
- Additional Staff (*as needed*)
- SAC Counselor (*as needed*)
- Parent/Guardian of Student

Role of I&RS Team Members

- **Chair Person** (Administrator)
- **Facilitator** (School Counselor)
- **Recorder:** The I&RS Team meeting recorder shall keep a record of meeting minutes at each meeting.
- **Time Keeper:** The responsibility of the I&RS Team time keeper is to keep all team members on task during each meeting. Meetings should not exceed sixty to ninety minutes

Criteria for Team Members

- Knowledge of Hibstervention Software
- Knowledge of curriculum and materials
- Interest and ability to assess learning, health and behavioral problems
- Knowledge of techniques for individualizing instruction
- Specialized skills
- Input from individuals of the same culture, language, and background as the student being discussed
- Strong interpersonal skills, allowing team members to communicate well with colleagues, students and parents
- Knowledgeable about the pre-referral process and interested in helping teachers
- Time to devote to the process

Functions of Team Members

- To define and clarify the nature of a student's learning, health and/or behavioral problem; gather information, generate recommendations, evaluate the results and provide follow-up
- To determine building level needs and develop an annual plan that includes short and long- term goals for dealing with those needs
- To implement a process for self-evaluation that assures the continuing professional growth of the member

Meeting Format

- Meeting will not exceed sixty to ninety minutes
- Reach a consensus on the student's issues. Identify specifics. (5 minutes)
- Negotiate the objective. "Where should we start?" (5 minutes)
- Brainstorm alternatives (10 minutes)
- Suggest strategies for trial
- Committee refines suggestions and sets up action plan (5 minutes)
- Follow up plan developed (5 minutes)
- Who, what, where, when and how

Hibstervention

Hibstervention is the software program which manages I&RS and 504 planning electronically. All plans, signatures, evaluations and observations will be done electronically and stored in Hibstervention.

SECTION II

Suggested Interventions & Strategies
To Be Used By Teachers

Suggested Academic,
Personal & Social Behavior Strategies
To Be Used By Teachers

SUGGESTED ACADEMIC INTERVENTIONS FOR TEACHERS

(Hibstervention provides additional interventions)

Reading Modifications

Instructional Preparation:

- ◆ Build background information
- ◆ Develop vocabulary
- ◆ Show a video of a novel before reading it. Compare similarities and differences

Reading Instructions:

- ◆ Teacher reads the text aloud using a guided reading procedure
- ◆ Record and upload lessons on Chromebook.
- ◆ Focus on the pictures to encourage students to rely on visual clues – have students perform an online search for illustrations to develop more interest in the content.
- ◆ Collect high interest low vocabulary books
- ◆ When you read aloud to the class, record the story. Allow students to check out the book and the tape
- ◆ Have students read their favorite books aloud and upload to the computer. Students can create YouTube videos acting out the books.
- ◆ Provide a “Picture Frame” so a student will see only several lines of print at a time
- ◆ Use repeated reading—teacher to student, student to teacher, etc
- ◆ Encourage fluency by timing students reading at independent reading level. Graph progress
- ◆ Provide choral reading opportunities to build confidence
- ◆ Schooltube.com/storyline – celebrities read common stories aloud to create more interest.
- ◆ Newsela.com – teachers and students create accounts and teacher can assign reading via the site. Current and relevant student focused news articles (with comprehension questions and quizzes) written at different lexical levels. Allows students to read same content, but at appropriate reading levels for differentiation.
- ◆ Place colored acetate sheets over text to enhance the contrast and darken the print
- ◆ Preview vocabulary
- ◆ Sight word flashcards/incorporating technology
- ◆ Story Map – The following website creates story maps online
<http://www.readwritethink.org/files/resources/interactives/storymap/>

Written Language Modifications

- ◆ Provide lecture notes by copying a classmate's or sharing teacher's note via Google classroom
- ◆ Give separate grades for mechanics and content of written work
- ◆ Use worksheets which require little writing
- ◆ Allow students to answer test questions orally at least some of the time
- ◆ Give more short quizzes and tests rather than long tests and essays
- ◆ Pair student with able classmate to proofread writing
- ◆ Provide opportunities to write daily
- ◆ Talk to text app on chrome book – allow students to dictate their written work.
- ◆ Type assignments in Google classroom and teacher can edit in real time
- ◆ Graphic organizer using the Chromebook when available
- ◆ Checklist for proofreading
- ◆ Grammarly (Chrome Extension) – Checks student emails and comments for spelling and grammar mistakes
- ◆ Handheld spellcheckers/dictionaries
- ◆ Fill in the blank writing prompts
- ◆ Carefully structured assignments, and an outline or format to follow may help a child to get started
- ◆ Minimize rote copying tasks
- ◆ Provide word banks
- ◆ Have student begin writing by mapping his ideas
- ◆ Write with an audience in mind
- ◆ Allow student to compose on computer – utilize SketchPad 3.7 <https://sketch.io/sketchpad/>, a site where students can both write and illustrate their work all while saving in the browser.
- ◆ Have students use online story starters to begin the writing process Scholastic Story Starters - <http://www.scholastic.com/teachers/story-starters/>
- ◆ Allow students to use <https://www.citethisforme.com/> to create bibliographies for their work.
- ◆ Concentrate on handwriting as a separate activity

Spelling

- ◆ Teach cover and write method for study
- ◆ Trace words on arm to access tactile sense
- ◆ Adjust number of words on the list. Increase when student reaches mastery on three consecutive tests
- ◆ Allow student to set individual spelling goal
- ◆ Group words into word families that follow a pattern
- ◆ Choose words relevant to the curriculum
- ◆ Highlight prefixes, suffixes and base words to aid visual discrimination

- ◆ Provide student with recording of word list to take home for practice testing
- ◆ Provide minimum 10 minutes daily practice
- ◆ Record pretest and posttest scores. Grade on effort and improvement as well as percentage
- ◆ Use magnetic letters to practice spelling with younger children
- ◆ Spelling games online.
- ◆ Utilize apps that create flashcards to aide in practicing weekly spelling words.
- ◆ Individual whiteboards - Ask the child to practice copying and erasing the target words on a small, individual whiteboards. Two children can be paired to practice their target words together.

Math

- ◆ Allow students to use number lines, calculators and fact tables
- ◆ Encourage the use of fingers if it improves accuracy when student is calculating
- ◆ Use timed drill materials to encourage student to participate
- ◆ Use real life experiences to develop basic concepts
- ◆ Check work immediately before giving more
- ◆ When demonstrating problems, use colored chalk or pens to color code place value
- ◆ If possible, model the math problem using manipulatives
- ◆ Frequently review and reinforce previously taught material. Use daily quizzes
- ◆ Provide personal charts with key words found in work problems
- ◆ Have students create word problems for classmates to solve
- ◆ Teach students the math fact families. Unifix cubes work well for this
- ◆ Prior to paper and pencil calculations, provide numerous opportunities for manipulating real objects
- ◆ Envision math has intervention lessons
- ◆ Reduce number of problems
- ◆ Group like problems together
- ◆ Teach fact family and build fluency with games and challenges
- ◆ Simplify vocabulary words in word problems
- ◆ Have students verbalize the math problems
- ◆ Iexcel.com - IXL is a comprehensive, standards-aligned math and language arts program offering unlimited practice in thousands of skills.
- ◆ Student friendly website to create bar, pie and line graphs - <http://nces.ed.gov/nceskids/createagraph/default.aspx>
- ◆ Use of WWW.Khanacademy.org
- ◆ Complete math assignments on graph paper to keep columns straight
- ◆ Have students draw pictures or diagrams of word problem

Text Books

- ◆ Highlight important facts in yellow and highlight vocabulary green
- ◆ Highlight the definition of a word in pink
- ◆ Provide online versions of textbooks (**if available**)
- ◆ iSpeakit – reads content to students. Can change reading speed and voice. Good for silent readers who struggle, they can follow along as the computer reads to them (when available)
- ◆ Fluency Tutor (Teacher/Student Versions) – mainly for lower level readers. Allows teachers to assign and assess reading of students thru audio files and online record keeping (when available)
- ◆ File format converter – when students download materials they can use this site to convert a file to a more user-friendly format <http://www.online-convert.com/> (when available)
- ◆ Allow students to preview materials before it is read in class
- ◆ Preview the bold-faced words with students. Practice reading the words.
- ◆ Provide a weekly vocabulary list to students in advance to read and study at home
- ◆ Allow student to check out textbooks to keep at home
- ◆ Develop study guides; highlight important vocabulary

Teacher-Made Materials

- ◆ Reduce visual clutter on worksheets. Reduce number of problems on a page
- ◆ Make answer lines generous
- ◆ Eliminate unnecessary reading
- ◆ Provide a word bank when appropriate

Daily Assignments

- ◆ Sometimes divide the assignment in half, completing even or odd problems, but stress and reinforce accuracy
- ◆ Work in cooperative groups or with partners so the student is able to have questions read aloud to him/her
- ◆ Rewrite the material at an appropriate reading level or provide a parallel activity for the same skill
- ◆ At times, allow a student to respond orally
- ◆ When possible, provide extra drill and practice sessions to allow for mastery of a skill
- ◆ Allow a student to illustrate her answer instead of responding in a written format
- ◆ Provide some self-correcting materials for immediate feedback
- ◆ Allow student to just give answer rather than copy an entire sentence or problem
- ◆ For students easily overwhelmed, begin with one-page worksheets with specific information to be completed rather than open-ended assignments
- ◆ Give students brain breaks using Go Noodle, interactive site that has students do an quick exercise to refocus their energy - <https://www.gonoodle.com/>

- (when available)
- ◆ ToDoList – can be added to the toolbar, acts as a reminder list for assignments and tasks. Sends a morning email reminding students of tasks that are due that day (when available).
 - ◆ Online to-do lists such as [Remember the Milk](#) can send text alerts reminding students of an upcoming appointment, assignment, or project (when available).
 - ◆ As reinforcement have students go to Pete’s Power Point Station <http://www.pppst.com/> Hundreds of Power Point presentations across the curriculum to reinforce classroom lessons (when available).

Directions

Oral:

- ◆ Try to keep them concise and simple. No irrelevant information
- ◆ Establish eye contact as much as possible
- ◆ Accompany verbal explanations with a visual demonstration whenever possible
- ◆ When directions are complex, allow students to complete first several steps before giving more directions
- ◆ Use a combination of visual and auditory directions
- ◆ Illustrate or provide photos of the steps of multiple step activities

Written:

- ◆ Use simple sentence structure with concise vocabulary
- ◆ Use to supplement oral directions; add pictorial cues and concrete examples
- ◆ Use highlighter to focus student’s attention
- ◆ When posting assignments using a computer utilize Textanim to embellish fonts to engage students - <http://textanim.com/>
- ◆ If there are multiple steps, number them

Assessments:

- ◆ Read tests orally if needed
- ◆ Allow students to test orally when needed
- ◆ Test frequently to monitor progress, use daily quizzes
- ◆ Use recognition of facts rather than factual recall on tests
- ◆ Allow students to test individually when possible

Teacher Made Test:

- ◆ Underline or box the directions
- ◆ Provide examples of correct responses
- ◆ Use large, bold print whenever possible
- ◆ Provide ample space for answers
- ◆ For multiple choice tests, exclude the statements **“All of the Above”** or **“None of the Above”**

- ◆ For matching tests, organize columns with equal number of items in short segments
- ◆ For True or False tests, avoid double negative and eliminate “All” or “Never”
- ◆ Provide a word bank for fill-in questions
- ◆ For essay tests, provide a blank outline format to help the student organize his/her ideas

Alternative Assessment:

- ◆ Keep portfolios of the best student work samples
- ◆ Provide regular times for student reflection on goals and progress made
- ◆ Allow students to demonstrate knowledge by creating a project or doing a demonstration
- ◆ Allow students to create videos to demonstrate their knowledge. Utilize Wideo to create videos for free - <http://www.wideo.co/en/>

Organization:

- ◆ Post a daily schedule and try to follow it as closely as possible
- ◆ Designate one location to hand in daily assignments
- ◆ Create class routines for activities you do daily
- ◆ Use a peer to help monitor assignments
- ◆ Schedule desk clean-out once a week
- ◆ Use color-coded folders to store work in progress by subject
- ◆ For paper work, provide a “To Do” box on one side of the desk and a “Work Completed” box on the other

Behavioral/Motivation Support:

- ◆ Have students record their progress on appropriate activities to tap into their desire to do well
- ◆ Keep searching until you find the motivating reward (snacks, computer time, art activity)
- ◆ Change rewards as soon as they lost their effect
- ◆ Let parents know about the reward system—they may want to provide reinforcement at home
- ◆ Create a behavior modification system (point system to chart students’ progress)
- ◆ Rewards are most effective when applied immediately

Communicate with Parent/Guardian:

- ◆ Daily reports home increase communication and aid supportive parents in helping their child
- ◆ Daily logs allow both parents and teacher to write, comments, concerns and suggestions for the student
- ◆ Let parents know when a student has shown improvement during the day—maybe just a brief phone call or email.
- ◆ Encourage parents to set up short term rewards along with long term rewards for good reports from school
- ◆ Have parents sign off on communications sent home to ensure that parents are getting their messages

Suggested Strategies to Address Personal and Social Behaviors For Teachers

General Strategies:

- ◆ Provide opportunities for recognition
- ◆ Offer positive reinforcement for appropriate actions/choices
- ◆ Establish a behavior contract with specific objectives/outcomes
- ◆ Ignore inappropriate behavior that does not warrant immediate attention
- ◆ Conference with family about student's immediate attention
- ◆ Conference with family about student's behavior/negative and positive
- ◆ Provide positive feedback to indicate success; importance; respect

Provide Counseling to Address:

- ◆ Support/Self-esteem/Awareness
- ◆ Social Skills
- ◆ Conflict Resolution
- ◆ Decision Making Skills
- ◆ Anger Management
- ◆ Self-Management
- ◆ Other: _____

Fights with other students:

- ◆ Be mobile to be frequently near the student
- ◆ Maintain visibility away from the student
- ◆ Provide the student with preferential seating
- ◆ Speak with the student about positive/negative actions and the consequences
- ◆ Reduce emphasis on competition
- ◆ Try various groupings to assist the student socially
- ◆ Communicate with the family about the student's progress/concerns

Is easily angered, annoyed, or upset:

- ◆ Provide the student with positive feedback
- ◆ Provide opportunities for the student to ask for assistance
- ◆ Reduce emphasis on competition
- ◆ Provide positive reinforcement for appropriate responses to anger, etc.
- ◆ Provide the student with preferential seating away from peers who stimulate the student to become angry, annoyed or upset
- ◆ Provide a quiet place for the student to work
- ◆ Try various groupings to determine the situation in which the student is most successful
- ◆ Do not force the student to interact with peers if they are likely to become angered, annoyed or upset
- ◆ Provide the student with a selection of activities to perform if he/she become angered, annoyed or upset
- ◆ Maintain consistency in expectations
- ◆ Remove the student from an activity until he/she can demonstrate self-control
- ◆ Provide an area for cool down

Has little or no interaction with peers:

- ◆ Assign a peer helper
- ◆ Encourage others to interact with the students
- ◆ Give the student the responsibility of tutoring a peer
- ◆ Provide the student with opportunities to interact positively with peers
- ◆ Create situations in which the student must work with a peer
- ◆ Try various groupings to determine in which situation the student is most comfortable
- ◆ Have a student run errands with a peers to facilitate interaction
- ◆ Provide preferential seating next to the peers that the students interacts with most
- ◆ Encourage the student to interact with others
- ◆ Communicate with the family to share information about the student's progress
- ◆ Have the student act as group leader in an activity

Bothers other students:

- ◆ Provide preferential seating
- ◆ Interact frequently with the student in order to maintain his/her involvement in the activity
- ◆ Remove the student from the activity until he/she can demonstrate self-control
- ◆ Teach the student appropriate methods to communicate needs to others
- ◆ Seat the student away from the students he/she is most likely to bother
- ◆ Identify a peer to act as a role model
- ◆ Provide the student with a full schedule of activities
- ◆ Maintain visibility away from the student
- ◆ Encourage the student to ask the teacher for assistance
- ◆ Establish classroom rules/provide the student with a copy
- ◆ Provide positive reinforcement to the student for appropriate choices/actions
- ◆ Provide positive reinforcement to students who demonstrate appropriate choices/actions

Makes unnecessary comments or noises:

- ◆ Remove the student from the activity until he/she can demonstrate self-control
- ◆ Communicate with the family to share information about the student's progress
- ◆ Maintain visibility to and from the students/make eye contact with the student
- ◆ Reinforce the student for raising his/her hand in order to be recognized
- ◆ Call on the student when he/she is most likely to be able to respond correctly
- ◆ Give the student responsibilities in the classroom
- ◆ Interact frequently with the student to reduce his/her unnecessary noises
- ◆ Have the student work in small groups to provide frequent opportunities to speak
- ◆ Consider the student's feelings when dealing with his/her behaviors
- ◆ Make the student aware of the number of times he/she makes inappropriate comments/noises
- ◆ Planned ignoring

Does not stay in assigned areas for specified time:

- ◆ Provide the student with positive reinforcement/feedback when in compliance
- ◆ Provide the student with preferential seating so that the student's needs are close to his/her desk
- ◆ Have the student question any directions/instructions he/she does not understand
- ◆ Establish class rules, be consistent in the enforcement
- ◆ Provide positive reinforcement to students who comply with remaining in the assigned area
- ◆ Make sure that the student has what he/she needs to complete assignments/requirements
- ◆ Make sure that the student is told where he/she needs to be at all times
- ◆ Require time spent away from an assigned area to be made up at recess, lunch, etc.
- ◆ Communicate with the family about the expectations of the student and his/her progress/concerns
- ◆ Remind the student before each activity where he/she should be and for how long

Ignores the consequences of his/her behavior:

- ◆ Reinforce the student for engaging in appropriate behavior
- ◆ Establish class rules/reiterate rules often
- ◆ Provide positive reinforcement to students who engage in appropriate behavior
- ◆ Provide the student with social and academic successes
- ◆ Communicate with family about expectations and student's compliance/non compliance
- ◆ Have the student write about the choice he/she made and the consequence of that choice
- ◆ Remove the student from the group until he/she can demonstrate appropriate behavior and self-control
- ◆ Provide the student with a list of clearly identified expected behaviors and consequences
- ◆ Point out consequences or situations as they occur
- ◆ Avoid placing the student in competitive situations
- ◆ Provide the student with forced choices
- ◆ Allow the student to voice his/her opinion in an appropriate manner
- ◆ Be careful to avoid embarrassing the student

Needs immediate reward/reinforcement to demonstrate appropriate behavior:

- ◆ Have the student maintain a chart of his/her own appropriate behavior
- ◆ Provide the student with positive reinforcement for appropriate behavior
- ◆ Greet and acknowledge the student as often as possible rather than providing recognition only as a reinforcement
- ◆ Do not criticize
- ◆ Communicate with family about the student's progress/concerns
- ◆ Speak with the student to explain the student's inappropriate behavior and what behavior the student needs to do

Behaves Impulsively:

- ◆ Maintain visibility away from the student
- ◆ Be mobile to be frequently near the student
- ◆ Provide preferential seating to limit the student's mobility
- ◆ Assign additional responsibilities to the student (e.g., chores, errands, etc.)
- ◆ Provide the student with clear, simple directions/instructions
- ◆ Provide student with a routine to be followed in classroom/other areas of building
- ◆ Establish classroom rules and consequences and be consistent in enforcing rules
- ◆ Have the student practice counting to ten silently before beginning an activity
- ◆ Deliver a predetermined signal (e.g., hand signal, verbal cue) when the student begins to demonstrate impulsive behavior.
- ◆ Provide the student with positive reinforcement for appropriate behavior/self-control
- ◆ Communicate with the family about the student's progress/concerns
- ◆ Provide the student with written/verbal clues such as **“Stop, Think, Go”** when he/she begins to act impulsively

Does not accept changes in an establish routine:

- ◆ Have the student work near a peer in order to follow changes in an established routine
- ◆ Provide the student with a revised routine
- ◆ Have the student rely on a predetermined signal (e.g., lights off, hand signal, etc) of impending change
- ◆ Provide positive reinforcement to the student for accepting changes
- ◆ Explain the change in the routine to the student personally
- ◆ If possible, inform student in advance when a substitute teacher will be in the classroom

Cannot work independently:

- ◆ Establish classroom rules/enforce classroom rules
- ◆ Identify a peer to act as a role model
- ◆ Provide preferential seating to limit distractions
- ◆ Provide positive reinforcement to the student for completing assignments independently.
- ◆ Make certain that the student understands the directions/instructions/assignments
- ◆ Have the student complete work not done in class at home
- ◆ Assign the student parts of tasks at a time rather than the entire task
- ◆ Work a few problems with the student to serve as a model

SECTION III

Forms

**Intervention and Referral Services
Team Members & Meeting Dates
 (Form can be found in the “Document” tab of Hibstervention)**

SCHOOL: _____ SCHOOL YEAR: _____

Position	I&RS Team Member Name
Principal or Designee	
School Counselor	
CST Member	
Teacher	
Nurse	
Substance Awareness Coordinator (when needed)	

Projected I&RS Meeting Dates
(Facilitators must schedule a minimum of two meetings monthly)

Month	Dates	Day	Time	Location
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

 I&RS Facilitator’s Signature

 Date

 Principal’s Signature

 Date

MUST BE COMPLETED & SUBMITTED BY SEPTEMBER 15th

Pre-Referral Assessment Form for Teachers
(Form is completed in Hibstervention prior to referral)

Please complete this form in Hibstervention in its entirety before submitting the referral to the I&RS Team.

Name of Teacher Completing the Form: _____

Student Name: _____

Date: _____

Total Number of Student Absences to Date: _____

Dates of Parent Contact: _____

Information Discussed With Parent: _____

Assessment Name	18-19 Score	17-18 Score	16-17 Score
Fountas & Pinnell Independent Reading Level			
STAR Math			
STAR ELA			
NJSLA Math			
NJSLA English			
Other _____			

Other Relevant Assessment Information: _____

Intervention and Referral Services
School Nurse Health Form

(Form can be found in the "Document" tab of Hibstervention. Please print, complete and re-upload.)

TO: _____
FROM: I&RS Team
REFERENCE: _____
DATE: _____

Please complete and return this form to the I&RS Team by: _____

Health History

Is the student currently taking any medication? If yes, please identify, _____

Are you aware of any medical or other condition that could interfere with the student's ability to perform in school? If yes, please describe the condition and its implications.

Are you aware of any medical or other condition that could interfere with the student's ability to perform in school? If yes, please describe the condition and its implications.

Health Assessment:

Date of birth:	_____		
Height:	_____	Weight:	_____
Vision:	_____	Hearing:	_____
Skin condition:	_____	Posture:	_____
Comments:	_____		

Socialization:

Observable behaviors: _____
Behavioral changes: _____
Comments: _____

Physical Appearance (e.g. personal hygiene, fatigue, odor of smoke, attire)

Visits to Nurse

Frequency Number: _____
Reasons: _____

Physical Education Excuses

Number: _____
Reasons: _____

Comments: _____

Other Pertinent Information

Intervention and Referral Services
Nurse Observation Form
(Form is emailed to nurse via Hibstervention)

Physical Appearance

Complaining of nausea/stomach ache

Never Rarely Occasionally Frequently

Disoriented

Never Rarely Occasionally Frequently

Fatigue

Never Rarely Occasionally Frequently

Food issues (example: refusal to eat lunch, etc.)

Never Rarely Occasionally Frequently

Frequent cold-like symptoms

Never Rarely Occasionally Frequently

Frequently expresses concern with personal health

Never Rarely Occasionally Frequently

Headaches

Never Rarely Occasionally Frequently

Noticeable change in weight

Never Rarely Occasionally Frequently

Poor hygiene

Never Rarely Occasionally Frequently

Poor motor skills

Never Rarely Occasionally Frequently

Unexplained physical injuries

Never Rarely Occasionally Frequently

Unsteady on feet

Never Rarely Occasionally Frequently

Intervention and Referral Services

Problem Mapping

(Optional form which can be found in the "Document" tab of Hibstervention. Please print, complete and re-upload.)

Name _____

Grade _____

Meeting Date _____

Academics	Behavioral
Study Skills	Health
Emotional	Social
Strengths	Weaknesses or Other

INTERVENTION & REFERRAL SERVICES PLAN

Action Plan

(Form is completed in Hibstervention)

Student:	Grade:
Address	Sex:
Phone:	Date of Birth:
ID:	Parent/Guardian:
Tracking Number:	Created Date:
Plan Type:	Exit Date and Exit Reason:

The I&RS Committee has determined that the aforementioned student, with whom you work, is eligible for strategies and interventions under NJAC 6A:16-7.2. For a student to be eligible for an I&RS Plan, the student must be experiencing academic, behavioral, and/or medical difficulties.

The following plan lists strategies and interventions that you are required to provide to this student. If you have any questions about how you should implement these strategies and interventions, please contact the student's I&RS Coordinator.

Please implement the following strategies for a minimum amount of time as prescribed by your I&RS team and rate effectiveness of strategies/interventions at the end of the intervention period.

NJ Smart Goal (Optional):

--

Specific Difficulty	Best Practice Interventions	Effectiveness (1-5)	Staff Responsibility	Frequency/Duration

Additional Information (Optional):

--

Signatures:

Print Name	Title	Signature	Date

**FORT LEE PUBLIC SCHOOLS
REFERRAL TO CHILD STUDY TEAM**

(Form can be completed by clicking the "Refer to CST" button in Hibstervation)

Student's Name: _____ DOB: _____

Grade: _____ Age: _____

School : _____ Teacher: _____

I&RS: Yes / No 504 Plan: Yes / No * If Yes, attach plan.

Referred by: _____

Signature of referring agent: _____

Reason for Referral

_____ Academic Concerns	_____ Behavioral/Emotional
_____ Speech/Language	_____ Other (please specify)
_____ Motor	

State the **specifics of your concern**:

Please provide the **instructional levels** at which the student can perform independently.

State academic/personal **strengths and interests** of student:

List dates of parent conferences held to discuss concerns:

Who attended conference(s): _____

Outcome (s): Additional modifications, referral to I&RS, 504, etc.:

2. Describe educational history - include retentions, transfer in grade/dates, attendance concerns, etc.

School Year:	Grade:	School Attended:	Comments:

3. List **I&RS meeting dates** and attach I &RS document(s).

Formal Interventions taken prior to referral:

N.J.A.C. 6A:16-17 requires that “Intervention and Referral Services be provided to pupils in the general education program who are experiencing difficulties in their classrooms.”

4. If the student has not had I&RS or 504 Plan, then list the **interventions that have been utilized in the classroom**. For example: alternative assessments, accommodations to homework/classwork, behavior modification program, organization or study skills instruction, alternative strategies/methods.

Intervention:	Duration/Timeline:	Outcome:

Other Important Information to be included:

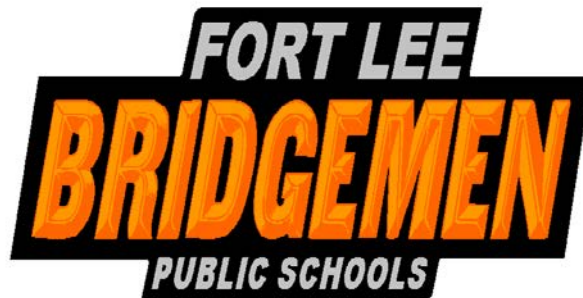
Health History Form completed by school nurse

Two work samples in area (s) of concern

Copy of classroom -based assessment(s) in area(s) of concern

Principal’s Signature: _____ Date: _____

Fort Lee School District
Department of School Counseling K-12
Department of Special Education



504 Procedural Manual

Procedural Manual

SECTION 504

THE REHABILITATION ACT OF 1973




- ❖ Section 504 of the Rehabilitation Act of 1973, is a federal civil rights statute, which protects the rights of persons with disabilities. Section 504 prohibits discrimination against handicapped persons, including both students and staff members by school districts receiving federal financial assistance.
- ❖ Included in the U.S. Department Of Education regulations for Section 504 is the requirement that handicapped students be provided with Free Appropriate Public Education (FAPE). These regulations require *identification*, *evaluation*, the provision of appropriate services, and procedural guidelines.

Section 504

ELIGIBILITY

WHO IS ELIGIBLE UNDER SECTION 504?

An eligible student under Section 504 is one who:

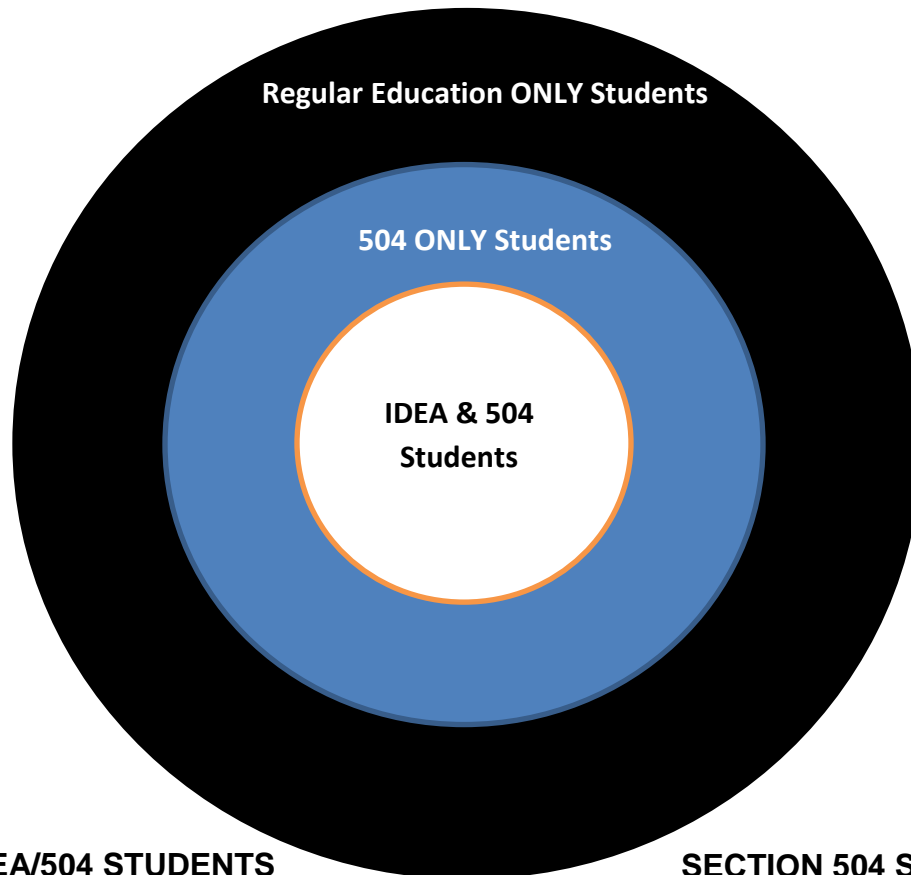
-  Has
-  Has a record of having
-  Is regarded as having

A physical or mental impairment that substantially limits a major life activity such as:

- Walking
- Seeing
- Hearing
- Working
- Other life activities
- Breathing
- Learning
- Speaking
- Caring for oneself

Not all eligible students will receive services. That determination is made by the 504 Committee.

Student Population



IDEA/504 STUDENTS

Students are qualified under one or more of thirteen (13) IDEA disabling conditions. Specially designed individual education programs are planned for each student by IEP teams.

SECTION 504 STUDENTS ONLY

Due to substantial mental or physical impairments that limit one or more of the student's major life activities, special accommodations to the student's program are required. A 504-accommodation plan is designed for each student according to individual need.

Examples of potential 504 conditions that are not typically covered under IDEA are:

- Communicable diseases – HIV, tuberculosis
- Medical conditions – asthma, allergies, diabetes, heart disease.
- Temporary medical conditions due to illness or accident.
- Attention Deficit Disorder (ADD, ADHD)
- Behavioral difficulties
- Drug/alcohol addiction
- Other conditions

SECTION 504: PLACEMENT PROCEDURES

COMMITTEE

The 504 Committee will be composed of persons knowledgeable about the student including the student's school history, the meaning of evaluation data and placement options. While parental participation is not mentioned in the regulations, parental notice is required. It will be a standing committee.

DECISION

A student with an identified disability is considered disabled under Section 504 of the Rehabilitation Act of 1973 if the condition substantially limits a major life activity.

ACCOMODATIONS

The Accommodation Plan (AP) developed by the 504 Committee, is based upon the child's educational need(s), and the least restrictive environment considerations. The report will include the date, student information review, the findings of the committee, accommodation/modification plan, and the signature and recommendations of the members present at the meeting.

WHEN SCHOOL STAFF SHOULD CONSIDER THE EXISTENCE OF A DISABILITY AND POSSIBLE SECTION 504 PROTECTION

- When suspension or expulsion is being considered for any student.
- When retention is being considered for any student.
- When a student shows a pattern of not benefiting from the instruction being provided.
- When a student returns to school after a serious injury or illness.
- When a student is referred for evaluation but it is determined not to do an evaluation under the IDEA. Is there a medical diagnosis?
- When a student is evaluated and is found not to qualify for Special Education services under the IDEA. Is there a medical diagnosis?
- When a student exhibits a chronic health condition.
- When a student is identified as "at risk" or exhibits the potential for dropping out of school.
- When a substance abuse is an issue.
- When a handicap/disability of any kind is suspected.
- When a new building or remodeling is being considered.

SECTION 504:

EVALUATION PROCESS

EVALUATION PROCESS

- ❖ Before a child can be placed and receive special services under Section 504 the following must take place:
 - Evaluation data must be provided
 - Best practice is to renew documentation yearly
 - Parents/guardians must be notified and the child must be evaluated using validated test or other evaluation data.
 - The 504 Committee must decide if the **condition substantially limits a major life activity**.

- ❖ Evaluation data may include, but is not limited to formal and informal test instruments; aptitude and achievement test; physical, medical, psychological and parent information; student grades, progress reports and adaptive behavior reports.

- ❖ All accommodations are subject to the 504 Committee

- ❖ Any significant changes to the 504 plan require a reevaluation by the 504 Committee

SECTION 504:

MANIFESTATION PROCEDURES

DISCIPLINE PROCEDURES

- ❖ Before an expulsion or other exclusion that constitutes a significant change in placement, the 504 Committee must conduct a “manifestation determination” to determine whether the student’s conduct was caused by his/her disabling condition. Such a determination should be based on the following.
 1. Is the education placement appropriate?
 2. Is the assessment/evaluation data current?
 3. Is the behavior related to the disability?
- ❖ If it is determined by the 504 Committee that the misconduct is not caused by the student’s disabling condition, the student may be excluded from school in the same manner as nondisabled students are excluded. However, educational services may not be terminated completely during the expulsion period.
- ❖ If it is determined by the 504 Committee that the misconduct is caused by the student’s disabling condition, the student may not be expelled. The 504 Committee must then determine whether the student’s current educational placement is appropriate.

SECTION 504:

PARENTAL RIGHTS & DUE PROCESS HEARING

Rights to which both the parent and the school district are entitled to include the right:

- ❖ Have your child take part in and receive benefits from public education programs without discrimination based on a disability.
- ❖ Receive written notice with respect to identification, assessment, or placement of your child.
- ❖ Have your child receive a free appropriate public education. This includes the right to be educated with other students without disabilities to the maximum extent appropriate.
- ❖ Have your child educated in facilities and receive services comparable to those provided to students without disabilities.
- ❖ Have assessment, educational, and placement decisions made based upon a variety of information sources and by individuals who know your child, the assessment data, and placement options.
- ❖ If eligible, have your child receive accommodations under Section 504 of the Rehabilitation Act of 1973.
- ❖ Give your child an equal opportunity to participate in nonacademic and extracurricular activities offered by the school.
- ❖ Examine all relevant records relating to decisions regarding your child's identification, assessment, educational program, and placement.
- ❖ Obtain copies of educational records at a reasonable fee or no cost if the fee would effectively deny you access to the records.
- ❖ Receive a response from the school to reasonable requests for explanations and interpretations of your child's records.
- ❖ Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If the school refuses this request, it shall notify you within a reasonable time and advise you of the right to a hearing.
- ❖ Request mediation or an impartial due process hearing related to decisions regarding your child's identification, assessment, educational program, or placement. You and your child may take part in the hearing and have an attorney represent you.
- ❖ File a local grievance or complaint to the Office for Civil Rights.

Section 504 Master Plan Confidential

Student:	Grade:
School:	Date:
Mental or Physical Impairment:	Areas Substantially Limited:
Date of Initial Plan:	Date of Renewal:

The 504 Committee has determined that the aforementioned student, with whom you work, is eligible for modifications to educational program and/or setting under Section 504 of the Rehabilitation Act of 1973. This statute obligates our school to provide equal access and equal opportunity to Student. For a student to be eligible for a 504 plan, the student must meet all three of the following criteria: (a) he/she must have a physical or mental impairment that (b) substantially limits one or more major life activity, and (c) he/she is unable to gain equal access and benefit from school programs and/or services.

Mental or Physical Impairment	Major Life Activity(ies) Substantially Limited	Substantial Limitation

Area Substantially Limited	Modification(s) and/or Service(s)	Staff Responsible	Duration/Frequency



**New Teacher Induction and
Mentoring Program Guide**

2019-2020

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SECTION ONE: VISION, GOALS, & OBJECTIVES

Vision

Our vision for mentoring and induction was developed by faculty members, the Local Professional Development Committee, and administrators. The plan was presented to the Board of Education.

The Fort Lee Public School District is an organization dedicated to providing an excellent education that challenges all learners in a safe and secure environment. We recognize the powerful responsibility and impact that teachers have in meeting this mission. Novice teachers and teachers who are new to the district are in need of support in organizational and instructional matters to develop their skills and knowledge of the district to maintain and enhance the educational process. As a community of learners we are dedicated to providing that support and enhancing the effectiveness of our educational organization through comprehensive mentoring and induction activities.

Research confirms that effective teachers are the single most important factor in promoting student achievement (Darling-Hammond & Youngs, 2002). Teachers influence learning and their success will determine the success of an entire generation of students. Accordingly, recent studies confirming alarming teacher attrition rates have prompted school districts to identify effective practices aimed at increasing teacher retention.

Across the nation nearly fifty percent of new teachers do not reach their fifth year of teaching. Social isolation, anxiety over curriculum requirements and other stressors contribute to this loss. Successful mentoring programs link supportive and experienced model teachers to provide assistance in critical areas to promote professional and personal growth as well as successful integration into the educational organization. Successful mentoring programs address the causes of new teacher attrition. Benefits of the mentor/novice teacher relationship are reaped by all parties in the district. Students' level of education is improved when their teachers are engaged in ongoing professional development of their instructional skills leading to more effective teaching and learning opportunities. The novice teachers benefit when they are successfully integrated into the culture of the school, have become part of the mission of outstanding education, and have developed their skills to be more effective in implementing the theoretical knowledge they bring from their educational experience. Mentors also benefit from the process as they are able to share their skills and knowledge, recognizing the value they have in the school as well as gaining new insight into their own instructional skills as they pass them on to others.

Goals

- Enhance the skills and knowledge of classroom practice for novice teachers
- Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching
- Provide an on-site support system for novice teachers in order to assist them in the performance of their duties and adjustment to the challenges of teaching
- Develop instructional skills to facilitate student achievement
- Revitalize the skills of mentor teachers
- Attract and retain new teachers
- Support new teachers to facilitate the development of high performing, reflective practitioners
- Integrate new teachers into the culture of the school community
- Provide high quality professional development opportunities that result in increased student learning and achievement
- Develop cadres of mentor teachers and teacher leaders that will assist new teachers

Education Commission of the States, Ingersoll and Kralic (ecs.org), February 2004

Murnane et al 1991, *Who Will Teach? Policies That Matter*; Harvard University Press, Cambridge, MA.

R. Ingersoll and T. Smith, 2003 *Educational Leadership*, 60 (8) 30-33

A. Hafner and J. Owings 1991, *Careers in Teaching: Following Members of the High School Class of 1972 In and Out of Teaching*, NCES Report No. 91-470, Washington D.C. U.S. D.O.E. National Center for Educational Stats

WHEN YOU TRULY BELIEVE
IN SOMETHING AND YOU
CARRY IT IN YOUR HEART,
YOU ACCEPT NO EXCUSES,
ONLY RESULTS.

-KEN BLANCHARD

Objectives

The new teacher will be able to:

- Identify building personnel and resources
- Complete necessary district documentation (i.e., HQT, benefits, payroll)
- Create classroom routines and rules for effective management
- Build a rapport with their district mentor/buddy and other district personnel
- Understand the place of the school in the community
- Broaden their repertoire of instructional strategies
- Identify sources of assistance to address classroom instructional issues
- Address the learning needs of individual students

The mentor/buddy teacher will be able to:

- Provide support for the new teacher
- Identify areas of need and provide alternative models for the new teacher
- Broaden their own instructional repertoire

Expected Outcomes

- Become acclimated to the school and District
- Gain confidence and expertise in improving teaching skills and fostering student learning
- Acquire advanced knowledge, skills and practices
- Form collegial relationships with other teachers
- Build strong relationships with students' parents and guardians
- Demonstrate instructional strategies to meet the diverse needs of all students
- Apply classroom management strategies with confidence
- Apply and understand various assessment measures to monitor student learning and adjust teaching methods accordingly
- Plan lessons by utilizing student achievement data
- Remain in the profession

Program Timeline

Fort Lee New Teacher Induction and Mentoring Program Timeline


ACTIVITY	PARTIES INVOLVED	TIME
Needs Assessment	All district stakeholders. Selected survey vendors and consultants	March - July
Mentor/Buddy Training	Mentors/Buddies, Curriculum Supervisor, Director of Human Resources	August
Mentoring Placement	Principals, Curriculum Supervisors, Human Resources	July - August
Summer New Teacher Orientation	New teachers and District Administrators	Three days - end of August
Opening Days Orientation	All District Personnel	Two days - September prior to students' arrival
Mentor/Buddy/New Teacher Meet and Greet	Mentors/Buddies and New teachers	August during New Teacher Orientation
Weekly Mentor/Novice Teacher Meetings throughout the year	Mentors and Novice teachers	September to June
Fort Lee New Teacher Academy	New teachers, Various district administration and teacher leaders	One session per month - September through March
District-wide professional development	All teachers, Instructional area specialists within the district, Principals, Director of Curriculum, Selected consultants and presenters	Dates to be determined
Program Evaluation	New teachers, Mentors, Buddies, District Stakeholders	March - June
Program Planning	District Administration and Stakeholders	July - August

SECTION TWO: MENTOR/BUDDY SELECTION

Guidelines for Selecting Mentors/Buddies

In order to maintain a consistency within the district, the mentor selection process is standardized. The approach to setting criteria and establishing a process is an inclusive one. The following values and belief systems are embodied in all chosen mentors.

- Student success is teacher success. Therefore teaching is viewed as a career-long journey of growth and improvement in the skills that teachers need to facilitate student success.
- The desire to help others learn, the reflective skills of teachers, and the disposition toward continual learning are highly valued.
- The best mentors/buddies are effective teachers who are models of continual learning and willing to risk learning in front of other teachers.
- The mentor's/buddy's job is to model professional growth, to help the new teacher improve teaching and enhance student learning, and to support the new teacher's professional growth.
- Most veteran teachers can be mentors/buddies, but all mentor/buddy candidates will know what is expected of them and what they must model if they are assigned as a mentor/buddy.
- Those who are trained as mentors/buddies by the district are encouraged to, but are not required to, take on mentoring positions in the district.
- There need to be several checkpoints in the selection and mentoring process to ensure that all mentors/buddies are effective.
- There need to be planned opportunities and processes for monitoring the teacher mentoring, checking for problems, and dealing with any problems that arise.
- The stress of mentoring and modeling is lowered because of the expectation that all participants will be learners.
- Ongoing training and support is required for mentors/buddies and new teachers, separately and together. This creates and supports the expectation for collaboration and professional growth so mentoring serves as a model for the entire staff.



THE STAKES ARE HIGH. EVERY DAY, WE WAGER THE FUTURE OF THIS COUNTRY ON OUR TEACHERS. WE ARE DAILY ENTRUSTING THE DREAMS OF THE OUR YOUNG PEOPLE TO THOSE WHO TEACH THEM. WHETHER THOSE DREAMS ARE DELAYED, DENIED, OR FULFILLED IS OURS TO DECIDE.

No Dream Denied
National Commission on Teaching and America's Future

Process and Criteria for Selecting Mentors/Buddies

Procedure

1. District posts mentoring/buddy positions during June for the following school year.
2. Application stating qualifications is submitted through Applitrack.
3. Applications are reviewed by the Curriculum Supervisor and Director of Human Resources.
4. Mentors/Buddies are matched with new teachers based on the new teachers' experience, content, and grade level needs.
5. Principal approves mentor/buddy assignments.
6. Mentors/Buddies are trained for the school year (as needed).

Selection Criteria

1. Must hold a NJ Standard Instructional Certification.
2. Must be a tenured teacher.
3. Outstanding performance record as documented by administrators.
4. Rated Highly Effective or Effective on previous year's Teacher Evaluation.
5. Demonstrated interpersonal and communication skills.
6. Comprehensive and current professional knowledge.
7. Demonstrated organizational skills.
8. Established high level of professionalism.
9. Ability to facilitate adult learning.
10. Must meet all qualifications of a Mentor Teacher as defined by the New Jersey Department of Education.

Teaching philosophies may differ. Mentors/Buddies have to be confident enough to accept that new teachers need a variety of role models and professional contacts from which to draw ideas and inspiration. Thus, induction mentoring is best developed with a professional setting that encourages a collegial exchange of ideas. It is up to the mentor/buddy to help create and encourage this type of environment.

Matching mentors/buddies and new teacher's is an important first step. Success depends on high expectations for the mentor/buddy/new teacher relationship. A teacher's style is a very personal thing. It is important that mentors/buddies keep in mind that "style" is something most people discover about themselves and is not given to them. Creating clones is not the job of mentors/buddies, but rather to help new teachers discover their own instructional style and to seek best practices for instruction.²

² *What Successful Mentors Do*, Corwin Press, Thousand Oaks, CA, 2005

Fort Lee School District Mentor Application Form

Self-Assessment: Should I Become a Mentor/Buddy?

This checklist is designed to help teachers who are considering becoming mentors/buddies. Please place an X in the column that represents the degree to which the statement characterizes the ways you see yourself. You may add those qualities (see 19 and 20 [*]) that represent the unique or special assets you might bring to mentoring.

Statement	Strongly Agree	Agree	Neutral Disagree	Strongly Disagree
1. I see myself as being people-oriented. I enjoy working with other professionals.				
2. I am a good listener and respect my colleagues.				
3. I am sensitive to the needs and feelings of others.				
4. I recognize when others need support or independence.				
5. I want to contribute to the professional development of others and share what I have learned.				
6. I am willing to find reward in service to someone who needs my assistance.				
7. I am able to support and help without smothering, parenting, or taking charge.				
8. I see myself as willing to adjust my schedule to meet the needs of others.				
9. I usually am patient and tolerant when teaching someone.				
10. I am confident and secure in my knowledge and try to remain up-to-date.				
11. I enjoy the subject(s) I teach.				
12. I set high standards for my students and for myself.				
13. I use a variety of teaching methods, and my students achieve well.				
14. Others look to me for information about subject matter and methods of teaching.				
15. Overall I see myself as a competent professional.				
16. I am able to offer assistance in areas that give others problems.				
17. I am able to explain things at various levels of complexity and detail.				
18. Others are interested in my professional ideas.				

SECTION THREE: ROLES AND RESPONSIBILITIES OF MENTOR/BUDDY AND DISTRICT

Role of Mentors/Buddies

General Responsibilities

1. To instill confidence in the beginning teacher
2. To provide opportunities for the exchange of ideas
3. To support and share in professional development with the beginning teacher
4. To provide a resource for the beginning teacher to ask questions
5. To assist the beginning teacher in problem situations
6. To offer assistance and strategies for classroom management
7. To observe the beginning teacher's practice and offer appropriate suggestions
8. To prepare the teacher for acceptable routines and practices
9. To provide a non-threatening environment that encourages the need to reflect
10. To provide opportunities to share and review curricular materials
11. To provide introduction and encourage interaction with other colleagues
12. To be a confidant and a supportive colleague
13. To develop a relationship based upon open dialogue

Specific Responsibilities

1. To initiate the first contact with the new teacher during the summer prior to employment
2. To share professional credentials and experience with the new teacher
3. To attend mandated workshops during the school year (mentor training, etc.)
4. To inform the new teacher of the format of scheduled observations
5. To serve as a model of a master teacher and provide opportunity to be informally observed by the new teacher
6. To record interactions by maintaining a detailed log and submitting it monthly
7. To maintain confidentiality during classroom observations and to preserve this integrity by discarding written notes
8. To maintain the role of a professional confidant at all times throughout the process
9. To present at one or more New Teacher Meetings

Role of Principal

1. To implement the selection process and recommend a qualified mentor to the new teacher
2. To develop an acceptable observation schedule according to prescribed guidelines
3. To provide a schedule that supports interaction between the new teacher and mentor/buddy
4. To observe and evaluate the new teacher according to prescribed guidelines
5. To keep accurate and relevant records of formal observations and evaluations
6. To provide guidance to the new teacher in developing a professional improvement plan at within the first 30 days
7. To meet with mentors/buddies and discuss the effectiveness of the mentoring relationship
8. To review formal observations and written evaluations with the new teacher
9. To make final recommendation for certification and reemployment
10. To ensure that new teachers are mentored 1x per week within the first four weeks of school (8 weeks for CE holders)

Role of Mentor Program Coordinator

1. To provide written information related to the mentor program
2. To plan, coordinate, and conduct training sessions for mentors/buddies and new teachers

Role of Human Resources

1. To implement the program throughout the district
2. To monitor and approve the selection process of the mentors/buddies
3. To provide an evaluation process for the mentor program and analyze the findings
4. To notify the state with the names and qualifications of the mentors
5. To secure the approval of the Board of Education via the Superintendent of Schools

Role of Curriculum Supervisors

1. To provide the new teacher with information and access to the available district resources
2. To support and encourage the new teacher in the implementation of new teaching strategies and the investigation of available resources
3. To provide a non-threatening supportive atmosphere that fosters open communication

Mentor Job Description

Title: Mentor

Reports To: Building Principal

Qualifications:

1. New Jersey Teacher Certification
2. Tenure in district or at least three years of successful teaching experience
3. Completion of mentoring training
4. Willingness to continue to train as a mentor

Terms of Employment: Per negotiated contract and completion of duties.

Duties:

1. Facilitates a compatible working relationship with the provisional teacher by discussing expectations and arriving at a mutual understanding about how best to work together.
2. Assesses the background of the provisional teacher and provides the type and amount of support indicated by this background. This responsibility may be shared with others on the Provisional Teacher Support Team.
3. Orients the provisional teacher to the district/school policies, procedures, and expectations.
4. Visits the provisional teacher's classroom and provides feedback, coaching, and support.
5. Models effective teaching techniques.
6. Is accessible for informal support and consultation.
7. May not formally evaluate the provisional teacher. All observations and feedback provided by the mentor are for the purpose of professional development and support and should be considered confidential.
8. May share responsibility for a first-year teacher with one or more other mentor teachers pursuant to the principal's approval.
9. Presents at least one topic during afterschool New Teacher Meetings.
10. Tracks meetings times on the Mentoring Meeting Log and submits the log each month.
11. Other duties are requested by the principal.

Mentors of Alternate Route Teachers

Individuals entering the teaching field through the alternate route program bring a wealth of information, experience, and fresh perspective to the classroom and to their peers, as well as a strong desire to do what is necessary to change their career path. These traits are highly valued in education and it is essential that we support them in attaining success and remaining in the profession of teaching.

These teachers have not had standard training in pedagogy and instructional strategies prior to entering the classroom, nor have they done any structured student teaching. It is the responsibility of the district to provide the additional support as alternate route teachers begin their first experiences teaching children in formal settings. The district mentoring plan is designed to augment the formal training they receive from the State for the first nine months of their work as teachers, by providing intensive support and on-site training. All alternate route teachers will enter the district as part of the novice teacher cohort and like their peers, they will be assigned a district mentor teacher who will meet with them over the school year on a weekly to biweekly basis.

Additionally, alternate route teachers will receive intensive observation and constructive critique by a second tier of mentors, who will work with them on a daily basis for a period of no less than 20 days, totally 90 hours of direct support through observation, written and verbal review of teaching, goal setting and problem solving.

Alternate route mentors will be provided with all mentor materials and resources as well as additional resources to assist them in guiding their novice teacher's development. These will be selected from the following, based on the mentor experience and knowledge and the novice teacher needs.

- *The First 60 Days of Teaching* by Robert L. DeBruyn
- *The Skillful Teacher, Building Your Teaching Skills* by Jon Saphier
- *Making Mentoring Work*, an ASCD Action Tool by Laura Lipton and Bruce Weilman
- *Mentoring Matters, A Practical Guide to Learning-Focused Relationships* by Laura Lipton and Bruce Weilman

Additional support will be provided by building principals and academic supervisors through regular meetings and observations.

Additional Roles and Responsibilities

The roles of the Mentor/Buddy are:

- to listen.
- to be available.
- to promote trust and be someone for whom the new teacher can rely on.
- to establish lines of communication.
- to be encouraging.
- to share things that work and those that do not.
- to familiarize the new teacher to curriculum and Fort Lee Public Schools.
- to share information on procedures and available resources.
- to walk through paperwork and procedures a little bit at a time.
- to familiarize the new teacher to lesson plan and grade book procedures.
- to introduce the new teacher to building staff.
- to respect the confidentiality of the mentor/buddy/new teacher relationship.

The responsibilities of the Mentor/Buddy are:

- to attend the mentor training session and all mentorship meetings conducted throughout the school year.
- to commit time to work with the new teacher for one year.
- to meet informally and formally with the new teacher throughout the year.

The benefits of mentorship are:

- the ability to foster a sense of pride through assisting another person to get started in the profession.
- the development of awareness of the importance of communicating in a professional and collegial manner.
- the satisfaction of sharing a rich pedagogical treasure in a coaching role
- a small stipend

What a Mentor/Buddy Provides

- **INSTRUCTIONAL SUPPORT:**
This includes observing the new teacher, offering suggestions for improvement, modeling good teaching practices, and assisting in lesson preparation.
- **PROFESSIONAL SUPPORT:**
New teachers need to be informed of school policies and procedures, counseled on legal and ethical issues related to their work, and advised as to how to handle relations with administrators, other teachers and staff, students, parents, and members of the community.
- **PERSONAL SUPPORT:**
Mentors/Buddies can relieve the stress of teaching by putting the new teacher's problems in the proper perspective and by giving meaningful praise and encouragement.
- **CONFIDENTIAL RELATIONSHIP:**
It is important that the new teacher be able to discuss problems openly with the mentor/buddy, so that the problems can be addressed in a timely and informed manner to ensure a strong start to the year.
- **INTENSIVE HELP AT THE START OF THE SCHOOL YEAR:**
This may include activities such as helping the new teacher construct adequate lesson plans, making certain the he or she has all needed materials, and working together with the new teacher to address classroom management issues effectively.
- **SERVES AS A LIAISON**
One function of the mentor/buddy is to refer the new teacher to other teachers and educational resources when appropriate so that he or she is exposed to a variety of perspectives and educational techniques.

Ultimately, the mentor/buddy will use the principles and skills of peer-coaching and other related techniques to help the new teacher achieve district, school, and personal goals. The mentor/buddy will also assist the new teacher in solving problems in the areas of curriculum, instruction, classroom management, and non-instructional issues and responsibilities that relate to effective teaching.

Education is the most powerful weapon you can use to change the world.

-Nelson Mandela

The Pitfalls to Mentoring

The decision to accept a mentorship role can be one of the most professionally rewarding experiences of a teacher's career; however, it can also become frustrating if the mentor/buddy becomes caught up in one or more recognized pitfalls. Potential mentoring difficulties may be summarized into four general categories:

1. Overextending
2. Proceeding without clarification of the mentor's/buddy's role
 - From the administration
 - From the new teacher
3. Assuming too much responsibility for the new person
4. Underutilizing avenues for self-professional growth

1. Overextending

Teachers want to be effective managers of their personal and professional lives, but too often they find themselves saying "yes" to too many projects, i.e. pupil assistance committees, student curriculum planning, team teaching responsibilities, supervising student groups, and mentoring a novice teacher. The "Super Teacher" myth implies that teachers can do all that is asked of them - and do it perfectly. Many teachers have "caretaker personalities." They care for and give to others much more than to themselves.

It is imperative to set realistic goals and standards and to focus on celebrating successes. Be sure not to overextend yourself by trying to take on too many responsibilities.

2. Proceeding without clarification of the mentor's/buddy's role

It is essential to the success of the mentorship experience to have clear, open communication with administration and the new teacher regarding the expectations of both the mentor/buddy and beginning teacher. Effective communication should take place during the onset of the mentorship experience, and if any difficulties or questions arise, it is necessary to seek out assistance immediately.

3. Assuming Too Much Responsibility for the New Teacher

Mentors/Buddies may become too involved with the new teacher, fostering a relationship of dependency. It is not uncommon for the mentor to be overprotective and/or assume too many obligations to ensure the new teacher's success. It is paramount that mentors/buddies have a clearly defined concept of facilitating as compared to defending.

Mentors/Buddies may face the unwelcome reality that the new teacher has significant deficiencies or problems that go beyond the mentor's/buddy's ability or authority to address. The decision to seek assistance should not be viewed as failure on the part of the mentor, but more as a professional responsibility – one that is to be handled prudently and with sensitivity.

4. Under-Utilizing Professional Growth

One of the major misconceptions about teaching is that it is a relatively simple, easy to learn, task. In the psychological and educational literature, it is widely recognized that novices do not learn simply by copying or modeling what experts do. The research reveals that professional growth in teaching has an emerging quality and takes substantial time. It also reveals that complex understanding and skills follow developmental patterns similar to other complex learning endeavors. To assist new teachers in their route from novice to expert requires that the mentor/buddy, not only understands these precepts, but also is able to facilitate the beginner's professional growth through a variety of methods and techniques.

Therefore, mentors/buddies must incorporate into their professional repertoire various skills directed toward working with adult learning, conducting observations and data collections, problem-solving, demonstrating empathy, and providing constructive criticism. As a result, it is incumbent that mentors participate in professional growth opportunities to not only enrich themselves but also to better facilitate the novice teacher's growth.

SECTION FOUR: COACHING A NEW TEACHER

Successful mentors/buddies are active listeners. In order to fine tune listening skills, here are some ideas from Barry Sweeney.

Active listeners . . .

Find out more information

“What are you concerned about?”

Repeat the information

“You’re saying that this was typical?”

Repeat back the feelings

“So you are frustrated with this class.”

Encourage more information

“Please go on. I want to understand it.”

Show you are listening

“examples: nod, eye contact, sit facing”

Summarize what was said

“The specific data that you want me to collect are the number of times kids are off task and the students’ names.”

****Coaching with appropriate feedback is a key ingredient for a learning relationship between the mentor and the new teacher. ****

Feedback:

- Is most helpful when it is requested
- Describes and does not judge
- Is specific
- Is directed at behavior the teacher can control
- Builds mutual respect and trust
- Is more acceptable if it is a pattern of behavior
- Is more credible when the coach recognizes a need for feedback too

“Every child deserves
a champion: an
adult who will
never give up on
them, who understands
the power of connection
and insists they become
the best they can
possibly be.”

- Rita Pierson, Educator

The following diagram provides examples of judgmental/non-judgmental feedback:

Judgmental is...	Non-judgmental is...
<ul style="list-style-type: none">▪ Assigning quality to something<ul style="list-style-type: none">• right/wrong• good/bad• should/should not▪ Criticism or praise▪ Personal interpretation or conclusion▪ Negative assumptions▪ Opinion	<ul style="list-style-type: none">▪ Based on observation of what is seen or heard▪ Concrete and specific data or facts▪ Free from interpretation▪ Positive assumptions▪ Fact

Mentor Tips: Coaching Feedback

Mentor/coaching feedback is not akin to an evaluation. Rather, mentor/coaching feedback has the opportunity to nurture incremental steps toward professionalism. The opportunity for an inexperienced teacher to observe a master teacher at work with a group of students or modeling their successful strategies for the new teachers is invaluable. The ideal is to review a videotaped lesson performed by the novice teacher with his or her students and analyze the strengths of the lesson.

The ultimate goal of quality mentoring is to develop greater interdependence in the novice teacher as she/he develops skills, confidence, and an understanding of who they are as an educator.

A strong component of a quality mentor/coaching relationship is the sense of confidentiality that exists between the mentors and the novice teacher. The sense of safety that is created between the novice teachers and those providing support give the novice teacher freedom to innovate, try new lessons, take risks, and grow without fear of being ridiculed. The last thing we want novice teachers to do is teach their first year thirty times. Teaching is about learning. Learning can only happen in a safe environment.

Mentor Tips: Inquiry Guidelines for Providing Feedback to New Teachers

1. Avoid yes/no openers (“did you...,” “can you...,” “will you...,” “have you...” etc.
2. Delete judgmental words, negative assumptions, and embedded advice
3. Use open-ended questions that invite complex thinking and reflection
4. Use plural nouns when their use would open or extend thinking (e.g., option/options)
5. Use introductory phrases:
 - a. “As you...”
 - b. “When; you...”
 - c. “While you...”
 - d. “Given that...”
 - e. “Thinking about...”
6. Use exploratory language
 - a. “might”
 - b. “if”
 - c. “if any”, “if anything”
7. Precede the question with a framing statement when appropriate
8. Listen to and assess the context of the conversation in order to construct the question.

Mentor Tips: Facilitating Reflection

Reflection is the key to self-discovery. Holding conversations about one's work is essential to professional growth and development. Professional dialogue is the goal of a quality mentor/new teacher relationship.

The following reflection questions/leading statements were created to focus upon and positively influence student and adult learning. These reflections are intended to be used in both formal mentor meetings and informal mentor/new teacher discussions.

Use of these techniques for generating deep thought take mentors out of the judgment process and place judgment into the hands of the new teachers.

Certainly, no mentor program would bombard new teachers with all these queries. However, the range of questions offered will serve as models for areas to reflect upon with new teachers and their mentors.

The following reflection statements/questions are general in terms of the overall teaching experience...

- Significant events for me so far are...
- This month I am most proud of...
- I have noticed that I am doing well with...
- As I talk with parents, I will...
- By the end of the quarter, I want to be able to...
- I am building rapport with students by...
- The (3-5) most important procedures in my classroom are...
- How are you established a safe learning environment in the classroom?
- What classroom activities have you been addressing and/or will continue to address throughout the next month?
- What are some ways you have established positive expectations in your classroom?
- How are you working with staff in your building to form collegial relationships?
- To differentiate instruction, what strategies would you like to implement?
- What is your most stressful time of the day? What are some procedures or routines you might establish to make this less stressful?
- One of my professional goals is...
- Resiliency and flexibility are two useful and essential qualities for a teacher to demonstrate in the classroom. In what ways have you demonstrated resiliency and flexibility during the last two months? During the school year?
- What are you the most proud of this month? This year?
- What was your favorite lesson, why?
- What was your most difficult moment? How did you deal with this situation?
- What are you looking forward to next year?
- What will you miss the most about your class from this year?
- What did your students teach you?
- What are three things you will do the same next year? Why?

- What is one thing you plan to change next year? Why?
- What is the best instructional strategy you implemented for this year?
- What is the best assessment activity you implemented for this year?
- If you had one piece of advice to give to beginning teachers, what would it be?
- Think of one student with whom you really connected. What have you learned from that relationship that you will repeat? Is there anything you would change?
- What is the best community building activity you developed this year?
- What do you hope your students remember about this year and you as their teacher?
- What did you learn about teaching that you were not expecting?

The following reflection statements/questions are lesson specific and may be helpful in observation debriefing sessions...

- Describe what was going on today.
- State the purposes of the lesson.
- In what ways was the learning appropriate for these students?
- Do you think the lesson accomplished your objectives? In what ways?
- Did the learners achieve the learning objectives? How do you know?
- On what did you base your instructional strategies?
- Did you alter any of your plans? How?
- Can you recall what the students were doing that made you feel that way?
- Did anything happen in the class that surprised you?
- How does this compare with what you hoped/expected would happen?
- What did you learn from today's events?
- What are some issues or concerns you would like to explore?
- What did you notice about the students?
- What could be some of the reasons this happened this way?
- If you imagined a replay, what would it look like?
- What pleased you most about this lesson? Can you talk more about that?
- What evidence do you have for that?
- What resources might be helpful?
- Has anything like this happened before?
- Help me to understand...
- What has worked for you in the past?
- What have you tried so far?
- What factors did you take into account in planning this?
- What did you expect would happen?
- What conclusions are you drawing?
- Does this remind you of anything in other lessons or experiences?
- What other approaches might you take?
- How might you do that?
- May I offer a resource?
- May I share an experience?

SECTION FIVE:

ROLES AND RESPONSIBILITIES OF THE NOVICE TEACHER

The Fort Lee School District will provide a trained mentor who will support and facilitate the professional growth of the novice teacher through orientation, observations, conferences, and other opportunities for professional development.

The responsibilities of the Novice Teacher are the following:

1. to be willing to discuss classroom and other professional issues with the mentor informally.
 - The novice teacher will also meet with the mentor to ensure a strong start to the school year. The mentor will assist the novice teacher with specifics procedures, expectations, and norms (e.g. opening day, physical plant, curriculum expectations, faculty, resources, daily routine, etc.).
2. to remain open to feedback and suggestions provided by the mentor.
 - The novice teacher will seek help from the mentor, colleagues, and the administration when needed. The novice teacher should not hesitate to approach faculty members, be forthright in communicating classroom problems, and should willingly seek assistance with other professional problems as they arise. The novice teacher will fully understand the criteria and process by which they will be evaluated; however, the mentor will not be involved in the process. Overall, it is important that the novice teacher remain open to the suggestions of the mentor in order that he or she may work towards delivering the quality of instruction that is expected in Fort Lee Schools.
3. to seek opportunities to observe the mentor and other teachers.
 - From time to time, novice teachers will make observations of the mentor and other teachers so that they will be exposed to a variety of strategies concerning teaching and professional practices.

These observations will help the novice teacher develop good teaching practices, acquire new knowledge, skill, and standards of professional competence. At a minimum, these visits will serve as a springboard for discussion.

4. to attend meetings (F.L.I.T) with other new-to-Fort Lee teachers to discuss and share first year experiences.
 - From time to time, the novice teacher will meet with other beginning teachers. These meetings will provide opportunities for novice teachers to discuss their experiences with their peers and thus assist in providing moral support to the novice teacher. Novice teachers will also share their successes and areas of concern with regard to their classrooms. In addition, the novice teachers will make suggestions as to topics or professional development that could assist them.
5. to take advantage of opportunities for professional development.
 - The novice teacher should also take advantage of the professional development opportunities offered by the district and other professional development providers. These seminars, workshops, conferences, and other activities will help the novice teacher hone teaching skills and remain informed about current issues related to sound professional teaching practices.

SECTION SIX: TIPS FOR THE NOVICE TEACHER

New Teacher Tips: Advice for Beginning Teachers

- Share, share, share
- Don't be afraid to alter a lesson if it is not working
- Recognize you can't do it all
- Ask a lot of questions
- Talk with mentor/ other grade level teachers
- Always be on time
- Explore your building for supplies and materials
- Develop positive, caring relationships with parents early
- **Good classroom management skills are half the battle – Take Charge of Your Class – you have to manage in order to teach**
- It's OK to ask for help – successful teachers are always seeking support
- Document everything: keep a running log/journal
- Always be organized
- Keep track of your supplies: classroom, library, paper, textbooks, etc.
- Enjoy your students for who they are and who you are helping them become
- Establish classroom routines before 7:55 a.m. the first day
- Be consistent, be consistent, and be consistent
- Advocate for your students and public education
- Document student behavior issues
- Have a back-up plan or two or three
- Take time for yourself
- Treat others kindly
- Involve students in planning and clean up
- Know and use students' interests and talents
- Share a sense of humor
- Go to the novice teacher/mentor meetings
- It's OK to stop and re-teach
- Talk it over
- Have patience
- Assess understanding; it is not necessary to grade every line and every word
- Reach out for parental help and volunteers
- Understand that you might feel overwhelmed, but take one thing at a time
- Don't put things off
- Develop support systems – both professionally and personally
- Take advantage of workshops
- Realize often that you are still learning, and you will be...forever
- The more you learn, the more you realize you have a lot more to learn
- Be flexible – try, try and try again

New Teacher Tips: Review the Following Policies and Procedures

Building-wide Information -

- Daily class or period schedule
- Passing time
- School-year schedule
- Class roster

Routines -

- Attendance procedures
- Assigned duties – times and places
- School arrival/departure
- Bus schedule

Assessment Policies -

- Curriculum guidelines
- NJCCCS/CCSS
- Report Card guidelines and
- Grading policies

Support Resources -

- Teachers
- Administrators
- ESL Teacher
- Special Education teachers
- School counselors
- School Nurse
- District behavior and learning
- Business Administrator
- Guidance department

Emergency Procedures –

- Red folder

- Health concerns and accidents
- Evacuation/Emergency Drills
- Health concerns and accidents

People -

- Superintendent
- Vice Principal
- Secretaries
- Custodians
- Librarian (Media Specialist)
- Mentor
- Child Study Team members
- Guidance

Physical Spaces and Materials -

- Procedures and rules for common areas
- Classroom equipment and supplies
- Office machines
- Room and school keys
- Technology use

Behavior Management Policies –

- School-wide behavior management plan
- Procedure for sending students to the office
- General discipline policies

Other –

- Observation/Evaluation forms
- Leave request forms
- Requisitions

New Teacher Tips: First Day Procedures You Will Teach

Beginning Class:

- Entering the class
- Roll call, absent, tardy
- Academic warm-ups
- Distributing materials

Room/School Areas:

- Shared materials
- Teacher's desk
- Drinks, bathroom, pencil sharpener
- Student storage/lockers
- Learning centers, stations
- Playground, school grounds
- Lunchroom
- Halls

Instructional Activities:

- Student movement in the room
- Signals for attention
- Student talk during seatwork
- Activities to do when work is done
- Technology procedures
- Bringing materials to school
- Cooperative group procedures

Ending Class:

- Putting away supplies, equipment
- Cleaning up
- Organizing class materials
- Dismissing class

Interruptions:

- Talk among students
- Conduct during interruptions
- Passing out books, supplies
- Out-of-seat policies
- Transition between subjects

Student Work:

- In-Class participation
- In-Class assignments
- Cooperative groups/projects

Work requirements:

- Heading papers
- Use of pen or pencil
- Writing on back of paper
- Neatness, legibility
- Incomplete work
- Late work
- Missed work/make-up work
- Supplies
- Due dates
- Use of manuscript or cursive

Assignments:

- Posting assignments
- Giving assignments
- Provision for absentees
- Long-term assignments
- Students exchanging papers
- Marking and grading assignments
- Turning in and handing back assignments
- Students correcting errors

Procedures:

- Determining grades
- Recording grades
- Extra credit work
- Keeping papers, grades
- Assignments

Parent Communication:

- Initial parent letter
- Weekly communication system
- Positive phone calls
- Volunteers in the classroom
- Homework policy
- Back-to-school Night
- Conferences

Other Procedures:

- Emergency drills/fire drills
- Lunch procedures
- Hall procedures
- Bus procedures

New Teacher Tips: New Teacher Checklist

Before School Begins:

- ✓ Be confident. Be kind. Be prepared. Be ready to laugh at yourself.
- ✓ Remember your philosophy and ethics.
- ✓ Review school handbook.
- ✓ Develop a rapport with the principal, vice-principal, and support staff.
- ✓ Meet all staff members with kindness and smiles.
- ✓ Tour the school.
- ✓ Get to know the custodians, office staff, and cafeteria staff.
- ✓ Learn state and district policies.
- ✓ Find out what forms you will need to have and use.

Organize your Classroom:

- ✓ Make your room attractive, welcoming, and inviting.
- ✓ Arrange furniture and check for needed repairs.
- ✓ Make sure all bulletin boards are engaging and creative.
- ✓ Keep working areas free of materials not being used.
- ✓ Generate an inventory of materials and keep it updated.
- ✓ Check that all equipment, computers are in good working condition.
- ✓ Organize your materials and personal teaching supplies.

Preplanning Checklist:

- ✓ I have located and organized my classroom materials.
- ✓ I filed a copy of the materials I ordered in my records.
- ✓ I completed my classroom schedule.
- ✓ I posted my schedule in my classroom.
- ✓ I gave a copy of my schedule to my principal.
- ✓ I am prepared to give assessment tests to my students.
- ✓ I have prepared my lesson plans.
- ✓ I have prepared my behavior management system. (Marshall Hierarchy)
- ✓ I have posted my behavior management expectations in the room.
- ✓ I have prepared my anecdotal record system.
- ✓ I have arranged my classroom setting and environment.
- ✓ My assignments for the first day are copied and organized.
- ✓ I have prepared what I am going to say and do my first day with my students.
- ✓ I will plan for tomorrow today.
- ✓ I am ready.

New Teacher Tips: Classroom Management

“It Is All About Relationships...Relationships...Relationships”

Tips for Building Self-Esteem

Self-esteem is how people feel about themselves. It is their perception of self-worth. If students have positive self-esteem, they feel good about themselves. If students have negative self-esteem, they will not value themselves and will be present to others as negative. Ultimately, the results of self-esteem show up everywhere.

Since there is a correlation between academic achievement and self-esteem, you become a facilitator of self-esteem and can make a difference. You can promote a feeling within a student of being loveable and capable. As the teacher, you can create a safe and accepting environment where the student feels free to grow and change.

Positive Environment-Setting:

- Be non-judgmental-accept students as they are.
- Validate feelings.
- See uniqueness.
- Encourage positively - Say, “You can succeed,” or “You can exert effort.”
- Reaffirm a student’s existence – a smile, a compliment or a nod
- Respect others’ feelings.
- Provide undivided recognition by focusing on the individual with good eye contact.
- Provide a safe classroom – minimize risk.
- Foster openness.
- Participate in, as well as facilitate, the sharing of feelings.
- Maintain boundaries that allow encourage give and take.
- Emphasize what each student knows.
- Give student choices.
- Teach self-awareness.
- Use humor, but not at the expense of students.
- Acknowledge positive qualities.
- Use “I” messages – “Heather, I hear exciting events in your story.” Teach students to use “I” messages when solving conflict.
- Separate the action from the person.
- Demonstrate appropriate ways for releasing anger.
- Genuinely listen and reflect on what you hear.
- Give support for growth and change.
- Develop skills to help the students feel better about themselves.
- Use praise where appropriate, but remember contrived praise is not genuine and could lead to mistrust.
- **Admit when you are wrong or when unintended consequences occur.**

Praise:

- Not all students react to praise the same way. Your objective in using praise is to get students to develop an internal locus of control to improve behavior and academic achievement. Suggested uses of praise:
- Give praise for desired behavior, and define the behavior. “Thank you for picking up the paper. You really helped the class save time.”
- Vary your praise and be creative. Be specific about what behavior you are complementing.
- At times, give praise privately to avoid competition, embarrassment, or “teacher’s pet” syndrome.
- Praise needs to be genuine and matched by your body language.
- Draw the student’s attention to his or her effort and ability. “You sure learned those ten addition facts quickly. You must have spent a lot of time practicing.”

New Teacher Tips: Suggestions for Classroom Rules and Consequences

Give thought to establishing rules, consequences, and procedures. Some teachers find it desirable to have the students participate in the making of classroom rules. This gives students a sense of ownership. Make sure your rules are consistent with school policy.

Tips for Rules:

- Limit yourself to 3-5 rules
- State rules in positive terms
- Keep rules short, precise and succinct to focus on specific behavior
- Post rules and send copies home
- Teach the rules, possibly use role-play and/or quiz
- Enforce the rules so as to preserve student dignity
- Let students make their own rules to show ownership of the classroom

Sample Rules:

- Students will walk while in the classroom or halls
- Students will listen when teacher or others are talking
- Students will bring all needed materials to class
- Students will raise their hands for permission to speak
- Students will be in their seats when the bell rings

Tips for Consequences:

- Be clear and specific
- Have a range of alternatives
- Don't make *consequences* a *punishment*
- Relate consequences to the rule
- Make consequences natural or logical
- Follow through and be consistent

Suggested Consequences for Sample Rules:

- Students need to go back and retrace their steps by walking
- Students will describe appropriate behavior
- Teacher will not respond to student who has not raised his/her hand

New Teacher Tips: Guidelines for Effective Discipline

Use an “active eye.” See what is going on. Do not become preoccupied with someone or something and ignore the rest of the class. It has said that, “One teacher on his/her feet is worth two in the seat.” Active, engaged participation by you benefits your discipline program as well as being an effective teaching strategy/management.



Be Persistent and Consistent:

Students must know what to expect and they need to hear those expectations many times before they become internalized. Be patient, and repeat yourself often.

- **Enforce every consequence you give.** If you tell a student there will be a consequence for some behavior, follow through with the consequence. This is very important if you want students to respect you.
- **Never give a consequence you cannot enforce.** In other words, do not threaten a detention if you know you will not be there to follow through on it.

Promptly Manage Inappropriate Behavior:

Effective classroom managers know that misbehavior must be handled immediately or there is risk of “snowballing.” Instead of involving one or two students, soon there may be several. In order to provide maximum time for learning and to reduce minor behavior problems, there are some strategies that you can employ that deal with behavior in the least amount of time, with the least disruption and the least negative feelings.

Eye Contact:

Simply looking the student directly in the eye for prolonged contact while you continue your lesson sends a non-verbal message that says, “I saw what you did and I want it stopped.”

Proximity:

Continuing your lesson while you move about the room, pausing near “trouble spots”, can let students know that even though they are not near the teacher’s desk, they are still expected to demonstrate appropriate behavior. Getting “boxed in” behind your desk or podium encourages misbehavior in the far corners of the room.

Pause:

The continuous sound of “teacher talk” can provide students with a noise screen for their own conversations. An occasional pause, just a few seconds of silence, can bring an off-task student back into focus.

Gesture:

This can be added to the above strategies for emphasis. A shaking of your head helps to stress your message to the student.

Asking for a Response:

Hearing our name can be an attention-getter, even if we are not paying attention. Working an off-task student’s name into a question can often bring the student back into the lesson. Remember the student’s dignity. It would be appropriate to say the student’s name first, in order to allow them to hear the question they will be expected to answer. The purpose is to get the student back into the lesson, not to embarrass him/her.

Praising Appropriate Behavior:

With larger numbers of misbehaving students, addressing the whole group may be necessary. Rather than addressing the negative behavior, praising the students demonstrating appropriate behavior cues the misbehaving students and reinforces the other students.

Active Participation:

Sometimes having the students respond to a question or become involved in an activity can eliminate the undesired behavior. Asking for a show of hands, having students perform a physical activity or having each student write a quick answer to a question can make all students accountable for an immediate response.

Rewards and Reinforcement

Rewarding students with an enjoyable activity that is contingent on appropriate behavior can be effective in motivating students to commit to the completion of a task. "If we can finish this chapter by 9:45, we'll have time to play the map game."

Student Responsibility:

Encourage students to become a responsible part of the whole by teaching them to remind a talker to listen quietly.

Severe Discipline Problems:

Even though you may have planned your day to avoid down time; planned a stimulating, motivating lesson; taught the rules, consequences and procedures to your class, you will probably have a situation where misbehavior is severe. Consequences, whether for major or minor behavior, should be logical, natural, and related to the rule. Now is the time to think about what your options are:

- Can you keep students after school?
- Is there a detention policy?
- What is the procedure for getting assistance from a counselor or principal?
- In what cases should the principal be involved in your discipline procedures?

Having this knowledge will be make it possible for you to keep your sense of autonomy in handling any situation. Getting assistance from others is different from giving away your role in the discipline plan.

Enlisting the assistance of parents is an important strategy to employ. Your approach will have a lot to do with the level of cooperation you might receive. Very few parents object to a teacher approaching them with an idea that might help their child if the idea shows the teacher's commitment to the success of that student.

Parents may react negatively when told, "Here's what your child did today!" Never accuse; neutrally explain the situation. Consider parents as partners in the process of education and a source of support for a mutually agreed upon solution to discipline problems. The good news is that all students can behave and learn to a high degree.

New Teacher Tips: Additional Discipline Strategies

Sample Rules:

- Be on Time
- Be Prepared to Work
- Be Respectful to Others
- Stay on Task
- Keep your Area Clean

Sample Consequences:

- Warning
- Call Home
- Detention
- Referral to Principal
- *Severe infractions are referred immediately*

Best Bet Discipline Strategies:

- Learn all names the first day or two.
- Identify the 20% who cause 80% of the problems.
- Keep your eyes moving all the time.
Rarely sit down.
- Move around and through the room.
- Make eye contact. Give “the look” when necessary.
- Start out with small signals before using a “big blast.”
- Exhibit some attention-seeking behaviors.
- Get to know your students as individuals.
- Learn what “bait” to use to “hook” the troublemakers.
- Have a private chat with problem students.
- Refuse to be “baited” by students into debates; some things are nonnegotiable
- Ask a parent or guardian to attend class.
- Develop a sign out system.
- Start out firm, and stay that way.
- Create a warm atmosphere.
- Use a firm, confident voice.
- Greet students by name at the door.
- Never pass up an opportunity to be friendly.
- Never try to talk “OVER” students. Insist on their attention by lowering your voice.
- Ask a disrupter to assume a positive role.
- Invite an administrator to class.
- Do not belittle or embarrass students.
- Assess your students’ reading and writing skills so you know what academic level of work you can expect.
- Teach to a variety of learning styles.
- Reflect on what works.
- Never shout at anyone.
- Do not take misbehavior personally.
- Ask for help from a veteran or an administrator.
- **Over-plan your lessons so there is no “lag” time.**
- **Have well prepared, engaging lessons each day.**
- Keep students informed, and create a partnership for their academic progress.

New Teacher Tips: Working with Students with Special Needs

Students with special needs:

- Often require shorter, doable learning assignments
- Frequently demonstrate a need to be positively reinforced within short periods.
- Often require more frequent learning assistance from the teacher.
- Require teacher instruction to be simple, precise, clear, and concrete.
- May need to repeat teacher instructions so that the teacher can monitor student level of understanding.
- May react with violent outburst when touched, threatened, or interacted with in a negative manner.
- Need to have positive behaviors strengthened rather than negative behaviors weakened or recognized.
- Responds well to “time-out” areas and positive recognition as classroom management tools.
- May need to have learning and behavior expectations revisited frequently
- Respond well to role-playing of expectations.

Modify the classroom environment by modifying:

- Standards
- Instructional methods
- Tasks and assignments
- General classroom structure
- Number of acceptable responses

Support students with special needs by:

- Increasing child involvement
- Using specific consequences
- Using outside support
- Developing behavior contracts

New Teacher Tips: Planning for a Substitute

- Prepare a sub folder ahead of time.
- Follow district procedure for requesting a substitute (AESOP).
- Try not to schedule a test or a quiz for the class with a substitute.
- Do not assume the substitute will be knowledgeable in your content area.
- If you feel the substitute would have difficulty following your daily lesson plan, leave one day's activities in a special folder for the substitute teacher to use.
- Have a "buddy" teacher who can welcome your substitute and offer assistance. When you return, check with your "buddy" to see how effective the sub was in the classroom. This arrangement can be reciprocal.
- When you return, ask the students how the day went, and then put the day behind you and begin anew.
- Remember, you do not have control over what the substitute does or does not do during the day. However, you do have the responsibility to provide appropriate plans.
- Have students help prepare a classroom substitute notebook. Include seating charts, materials, rules, expectations, procedures, and bell schedule.
- Leave the subfolder in an obvious place with all up-to-date student rosters and school safety plans.

New Teacher Tips: Substitute Teacher Folder Contents

Prepare a “Substitute Teacher Folder” that includes the following items:

- Detailed lesson plans for three to five days (Keep in mind, what was appropriate in September may not work in May; therefore, maintain current plans.)
- Bell and class schedules
- Student seating charts for every class and/or period (teachers may want to consider using student photographs in their seating charts)
- Classroom rules
- Teacher duty schedules
- Maps of the school
- Written procedures to follow in emergencies and disaster drills
- A list that identifies students who participate in educational “pull-out” programs and the times
- Identification of students with special needs and effective instructional strategies to use when working with these students
- A written description of where classroom materials, books, and audio-visual materials are located
- Assembly instructions
- Special procedures used at the school, such as walking students to and from the playground, buses, etc.
- Any medical alerts and/or student allergies
- A copy of the student computer use agreement and a list of students approved to use the Internet
- A roster of volunteers, times that they are expected, and any volunteer instructions
- Any special directions or instructions that the classroom teacher feels would be beneficial to a substitute teacher.



New Teacher Tips: Orientation to School Procedures

1. Suggestions for the first day and week with students
2. Attendance procedures, roll book, and lesson plans
3. Examples of room arrangements and bulletin boards
4. Reading groups and other small group practices and suggestions
5. Office referral forms for nurse, discipline, parent pick-up, etc.
6. Suggestions for classroom management
7. Answering questions from parents or the press
8. Communicating with parents/caregivers
9. Setting up the classroom
10. Procedures for handing out textbooks and other materials
11. Special education, especially regarding inclusion
12. Faculty and student handbooks
13. Health-alert list
14. Back-to-School Night
15. Parent conferences and logs
16. Emergency exits and areas to bring students for fire drills, etc.
17. Field trips guidelines and procedures
18. Student records and confidentiality
19. Grading, interim, and report card procedures and dates
20. Using new or unapproved curriculum materials and controversial topics

SECTION SEVEN: PROFESSIONAL LEARNING COMPONENTS FOR NEW TEACHERS

Professional development (PD) is aligned with the professional standards for teachers. PD is an essential part of the growth process for all educators. New teachers work with supervisors, mentors, buddies, colleagues, and outside professionals in a collaborative environment to develop their skills. Exposure to new ideas, skills and dispositions combined with discussion among colleagues fosters the creation of a learning environment that supports the intellectual development of our faculty and district (Standard One). Our staff development program offers opportunities for collegial interaction to prepare all teachers for the many challenges they will face in the classroom.

A. Initial Orientation

1. New Teacher Orientation Days
 - Critical District Policies
 - Attendance
 - Teacher observation/evaluation
 - Affirmative Action
 - Suicide Prevention
 - Drug and Alcohol Abuse
2. Teacher Evaluation and Professional Development
 - Classroom Management
 - Benefits, Long Term Disability, 403 B, Direct Deposit
 - NJ Core Curriculum Content Standards
 - Curriculum & Instruction
 - Mentor/Buddy/New teacher Relationship
 - Lesson Planning
 - Mentoring Program Introduction
3. Letters of introduction from mentor/buddy to new teacher
4. Literature for mentors/buddies
 - School calendar
 - Description of mentor program
 - Cover letter from mentor
5. Community Orientation
 - Significant resources in the community
6. Principal/Building Orientation

B. Ongoing staff development

(NJ Professional Standards for Teachers are included in parentheses)

1. Two day summer training for new teachers related to curriculum and instruction,

classroom management, and topical and strategic issues, e.g.,

- Assertive Discipline (6)
 - Cooperative Learning (2,4,8)
 - Differentiation of Instruction (4)
 - Reading and Writing Across the Curriculum (8)
 - Multiple Intelligences (3)
 - Brain-based Learning (2)
 - Inclusion (7)
 - Developing Inquiry Skills(4)
 - Teaching the Whole Child (1,3)
 - Character Education (2)
 - Achieving the Standards for All (7)
 - Assessment(5,10)
2. One day summer orientation to district procedures for new teachers with information about:
 - Human Resources, e.g., benefit entitlements
 - Highly Qualified Status, e.g., certification issues
 - District resources/community dynamics
 3. Meetings with new teachers during New Teacher Academy sessions will be scheduled seven times during the school year and address the following areas:
 - Planning, instructional and evaluation procedures (4)
 - Parental communication (9)
 - Classroom organization/management (6)
 - Diversity Issues, e.g., gender, cultures, special needs students (3)
 - Ongoing resources available within the school district and outside professional organizations (9& 10)
 4. Building level meetings of mentors/buddies/new teachers to address building level and curriculum issues (4)

PROFESSIONAL LEARNING COMPONENTS FOR NEW TEACHERS CONTINUED

State regulations for mentoring require that all new teachers acquire the knowledge, disposition, and performances defined in the New Jersey Professional Standards for Teachers. These standards describe what all teachers should know and be able to do.

The ten teaching standards are:

1. Subject matter knowledge
2. Human growth and development
3. Diverse learners
4. Instructional planning and strategies
5. Assessment
6. Learning environments
7. Special needs
8. Communication
9. Collaboration and partnerships
10. Professional development

During the first year of teaching under a provisional certificate, teachers will be evaluated by a school leader according to NJ ACHIEVE.

After completion of the summative evaluation, the school leader will make one of the following three recommendations according to *N.J.A.C. 6A:9-8.6*:

- Approved: State Department of Education issues a Standard Certificate.
- Insufficient: The Certificate of Eligibility with Advanced Standing (CEAS) remains in effect for one more year.
- Disapproved: The CEAS is invalidated. The novice teacher may appeal this decision to the State Board of Examiners.

**Under the provisions of N.J.A.C.6A:9.2, the definition of a “novice teacher” was changed to ensure that any full-time or part-time teacher who has not completed one year of full-time teaching under a valid state teaching certificate will be mentored.

New Jersey Professional Standards for Teachers

All professional learning opportunities are aligned with and support the New Jersey Professional Standards for Teachers as referenced in N.J.A.C. 6A:9-3.3. The standards and the corresponding indicators are also available at <http://www.nj.gov/njded/profdev/profstand/standards.pdf>.

Standard One: Subject Matter Knowledge

Teachers shall understand the central concepts, tools of inquiry, structures of the discipline, especially as they relate to the New Jersey Core Curriculum Content Standards (CCCS), and

design developmentally appropriate learning experiences, making the subject matter accessible and meaningful to all students.

_____ **Standard Two: Human Growth and Development**

Teachers shall understand how children and adolescents develop and learn in a variety of school, family, and community contexts and provide opportunities that support their intellectual, social, emotional, and physical development.

_____ **Standard Three: Diverse Learners**

Teachers shall understand the practice of culturally responsive teaching.

_____ **Standard Four: Instructional Planning and Strategies**

Teachers shall understand instructional planning, design long- and short-term plans based upon knowledge of subject matter, students, community, and curriculum goals, and shall employ a variety of developmentally appropriate strategies in order to promote critical thinking, problem solving, and the performance skills of all learners.

_____ **Standard Five: Assessment**

Teachers shall understand and use multiple assessment strategies and interpret results to evaluate and promote student learning and to modify instruction in order to foster the continuous development of students.

_____ **Standard Six: Learning Environment**

Teachers shall understand individual and group motivation and behavior and shall create a supportive, safe, and respectful learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

_____ **Standard Seven: Special Needs**

Teachers shall adapt and modify instruction to accommodate the special learning needs of all students.

_____ **Standard Eight: Communication**

Teachers shall use knowledge of effective verbal, nonverbal, and written communication techniques and the tools of information literacy to foster the use of inquiry, collaboration, and supportive interaction.

_____ **Standard Nine: Collaboration and Partnership**

Teachers shall build relationships with parents, guardians, families, and agencies in the larger community to support students' learning and well-being.

_____ **Standard Ten: Professional Development**

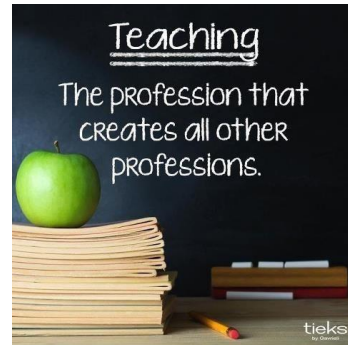
Teachers shall participate as active, responsible members of the professional community, engaging in a wide range of reflective practices, pursuing opportunities to grow professionally, and establishing collegial relationships to enhance the teaching and learning.

Novice Teacher Training Components

All novice teachers (those holding a Certificate of Eligibility, Certificate of Eligibility with Advanced Standing, or a Standard Teacher of the Handicapped) are assigned a mentor upon beginning the provisional year and participate in a one-year mentoring program.

The following are key elements of a successful mentoring program:

- The implementation of a local mentoring program.
- Conducting a new teacher orientation program
- Providing ongoing professional development opportunities
- Understanding and applying the New Jersey Professional Standards for Teachers including:
 - Classroom Management
 - Addressing Diversity
 - Lesson Planning
 - Use of Standards-based Formative Assessments
 - Designing Professional Goals
 - Understanding the importance of reflecting on one's teaching practice.



SECTION EIGHT: PROFESSIONAL LEARNING COMPONENTS FOR MENTORS/BUDDIES

Communication and Building Trust: Standard 8 (Communication)
Standard 10 (Professional Development)

A positive mentor/buddy new teacher relationship involves building and maintaining respect, trust, and effective communication. Trust is built over time by doing the following:

- Listen in ways that show you respect the novice teacher and that his/her ideas are valued;
- Practice openness when sharing information;
- Explain what you understand and admit when you do not understand something;
- Explain why you shift the level of your support according to the situation;
- Follow through. Do what you say you will do;
- Continuously work at safeguarding confidentiality;
- Be open to feedback;
- Be truthful;
- Be consistent; and
- Be supportive publicly and privately.

Questioning Techniques: Standard 4 (Instructional Planning and Strategies)
Standard 10 (Professional Development)

In purposeful mentoring relationships, the mentor skillfully employs questioning techniques that challenge and stretch both the mentor/buddy and the new teacher to reflect on their classroom practices which enhance student learning. A mentor/buddy should employ many of the following questioning techniques:

- Questions should be open-ended;
- Questions should focus on the event or behavior and not the person;

- Questions should be probing;
- Questions should be non-judgmental and should promote reflection.

Use of Standards-Based Formative Assessments: Standard 1 (Subject Content Knowledge)
 Standard 4 (Instructional Planning and Strategies)
 Standard 5 (Assessment)
 Standard 6 (Learning Environment)

The use of standards-based formative assessments provides a confidential structure for interaction between a mentor and a new teacher. The purpose is to allow the mentor to guide and support the new teacher in identifying professional learning activities that are most appropriate to improve classroom teaching. Together the mentor and the new teacher determine the next steps by focusing on what to observe during classroom visitations, by collaboratively planning lessons, and by modeling lessons.

Classroom Visitation: Standard 1 (Subject Content Knowledge)
 Standard 3 (Diverse Learners)
 Standard 4 (Instructional Planning and Strategies)
 Standard 5 (Assessment)
 Standard 6 (Learning Environment)
 Standard 7 (Special Needs)
 Standard 8 (Communication)
 Standard 10 (Professional Development)

When a mentor visits the classroom of a new teacher, he/she has the opportunity to observe what is happening in the classroom. By using reflective questioning techniques to engage the new teacher in reflection after the classroom visitation, the new and mentor can begin to set goals to improve performance.

Collegial Coaching: Standard 1 (Subject Content Knowledge)
 Standard 3 (Diverse Learners)
 Standard 4 (Instructional Planning and Strategies)
 Standard 5 (Assessment)
 Standard 6 (Learning Environment)
 Standard 7 (Special Needs)
 Standard 10 (Professional Development)

There are four phases in the collegial coaching cycle: planning, observation of the teaching performance; reflection; and debriefing. During the planning phase, the mentor and new teacher determine what specifically will be observed during the classroom delivery of the lesson and how data will be collected so that decisions can be made as to the effectiveness of the lesson. The mentor observes and collects data on the instructional or learning behaviors determined during the planning phase. Following observation, the mentor and new teacher meet to reflect on instructional actions and the relationship between teaching behaviors and student learning. Debriefing includes problem-solving to effect changes in instructional practices.

Designing Professional Growth Activities: Standard 8 (Communication)
Standard 10 (Professional Development)

Mentor ensures movement of the new teacher from dependence to self-direction through the ongoing support and guidance from the mentor. The use of collaborative learning logs, the NJ Professional Teacher Standards, classroom visitations, and/or collegial coaching can provide the mentor with tools to assist the new teacher in planning for ongoing professional learning opportunities. Examples of research-based professional learning activities include:

- Providing direct assistance: answering questions suggesting strategies, supplying resources;
- Creating opportunities for the new teacher to become involved in professional activities such as faculty activities, professional association, and special projects;
- Providing information on the mentor's own professional development plan as a model;
- Assisting the new teacher in setting long- and short-term goals;
- Suggesting or providing books, articles, and professional videos.

SECTION NINE: RESOURCES/FORMS

CHECKLIST OF MENTORING TOPICS

****New and mentor teachers meet, at least, bi-weekly over the course of 30 weeks commencing at the beginning of the new teacher's contracted employment. Over this period, the mentors and new teachers to discuss practice, build collegial support, and to observe effective teaching practice. The three phases of the structure for this in-person contact is as follows.**

Mechanics of the School Building – Pre-Planning August/September

	School layout
	Community characteristics
	School culture and demographics
	School handbooks
	How to order supplies
	Copying procedures
	Use of AV equipment
	Daily schedules
	Homeroom procedures
	Understanding and explaining student schedules
	Attendance procedures
	Lunch schedules
	Discipline policies and referrals
	Interim reports
	Guidance department and Child Study Team procedures
	Referrals to the nurse
	Library / Media Center procedures and hours and rules of use
	Field trips
	Relations with parents
	Faculty meetings
	Procedures for attendance, grading, and completing report cards (PowerSchool)
	Extra-curricular and co-curricular activities
	Emergency procedures and fire drills
	Teacher evaluation procedures
	Calling in sick or using personal/professional days

Curriculum and Classroom Management
September/October

	Subjects/topics to be taught
	Textbooks and available resources
	Policy and procedures for making up work and tests
	How to engage students constructively
	Multiple activities for each class
	Developing a positive, open, friendly, yet confident attitude with students
	Maintaining a safe, pleasant, neat classroom environment
	Content of lesson plans
	The pacing of a class period / differentiating instruction
	Lengths of teaching units
	Quality and quantity of homework assignments
	Availability of reference materials
	How to request new or additional materials
	Special education issues
	504 / IEP implementation
	Referrals to guidance

Educational Strategies
September through June

	Having and maintaining high expectations for student achievement
	Addressing multiple intelligences
	Developing relevant lessons to current events and everyday life
	Facilitating active, fully engaged, student learning
	Providing for on-going classroom assessment and/or authentic assessment
	Creating lessons that foster interdisciplinary teaching and interdependence
	Infusing frequent and appropriate use of technology into the curriculum
	Incorporating cooperative learning components in classroom teaching methods
	Using differentiated instruction for each class according to ability level
	Following and maintaining Individual Education Programs of students
	Maintaining a positive working relationship with colleagues
	Being aware of the district initiatives regarding standardized testing



Mentoring Observation Form

This form is not intended for the evaluation of teachers. Rather, it is intended as a guide for observation of mentors and protégés. It should serve to focus the observation and guide the discussion following the observation.

Person observing: _____

Person being observed: _____

Date, time, location, & length: _____

PRE-OBSERVATION QUESTIONS:

1. What is important for me to know about your class before observing it?
2. What is your planned lesson for today? What standards and benchmarks will you be addressing?
3. What specific student behaviors would you like me to watch for, if any?
4. What specific teacher behaviors would you like me to watch for, if any?
5. Upon which of the following would you most like me to concentrate: planning, environment, instruction, professionalism, or other?
6. Additional comments/requests/suggestions:



Observation Inventory

In the left hand column, please record what specific behaviors, elements (planning, environment, instruction, professionalism), and lesson essentials (standards, benchmarks, etc) are to be observed. In the middle column, list what was observed in the above areas: for example, "I noticed that Eric got on task when you stood near his desk." In the right hand column, record any suggestions, comments, etc. that are discussed during the post-observation conference. Use the space at the bottom for any additional comments or suggestions you may have for the person being observed.

Behaviors:		POST-OBSERVATION COMMENTS:
Classroom elements (planning, environment, instruction, professionalism):		
Lesson essentials (following plans, addressing standards & benchmarks):		
Additional comments and suggestions:		

Confidential Mentor Observation Checklist

Lesson Development

Follows Approved Curriculum	
Develops Written Plans	
Obtains Materials	

Pedagogy

States Objectives/Directions	
Uses Appropriate Pacing	
Relates Materials/Activities to Objectives	
Utilizes Appropriate Questions/Techniques	
Monitors/Modifies Instruction	
Implements Varied Instructional Techniques	
Differentiates Instruction	
Allows for Wait Time	
Utilizes a Variety of Assessments	
Brings Lessons to Closure	

Professionalism

A. Classroom Environment

Mutually Supportive	
Fair and Equitable	
Demonstrates Multi-culturalism	
Promotes Positive Self Concepts	
Maximizes Student Involvement	
Encourages Student Participation	
Communicates Enthusiasm	
Positive Environment	

B. Classroom Management

Sets Rules, Procedures, and Routines	
Monitors Behavior	
Communicates Inappropriate Behavior to Parent/Appropriate Personnel	

CHECKLIST: Classroom Management

SUBJECT	RULES PROCEDURES FOR STUDENTS	COMMENTS
I. BEGINNING CLASS		
A. Roll call, absentees, students who will be leaving early		
B. Tardy students		
C. Behavior during PA announcements		
D. Warm-ups or routines		
E. Distributing supplies and materials		
II. INSTRUCTIONAL ACTIVITIES		
A. Teacher-student contacts		
B. Student movement within the room		
C. Student movement in and out of room		
D. Signal for student attention		
E. Headings for papers		
F. Student talking during seatwork		
G. What students do when work is done		
H. Laboratory procedures <ol style="list-style-type: none"> 1. Distributions of materials and supplies 2. Safety routines 3. Cleaning up 		
III. ENDING THE CLASS		
A. Putting away supplies and equipment		
B. Organizing different classes' materials		
C. Dismissing the class		
IV. OTHER PROCEDURES		
A. Student contacts with teacher's desk, storage materials		
B. Fire and disaster drills		
C. Lunch procedures		

Getting Ready for the School Year- Checklists

Here are some things to think about and be aware of before the school year gets underway.

	QUESTION	CHECK	NOTES
1.	Do I have keys to my classroom or other rooms I may need to access?		
2.	What are the “school rules” and policies I need to present to students?		
3.	Are assistants available and, if so on what schedule?		
4.	What are the procedures for obtaining books and materials from the Media Center for students and staff?		
5.	What audio-visual materials and equipment are available, and what are the procedures for obtaining them.		
6.	What computers are available and how are they repaired? Can I be trained on the school’s hardware and software?		
7.	What is the required paperwork for the first day(s) of school, student and staff attendance, and the lunch program?		
8.	What is the procedure for the arrival and dismissal of students on the first day of school; for everyday after that?		
9.	What is the daily schedule for special needs students? Do students leave my room? If so, what are their schedules?		
10.	What are the specials and lunch schedules?		
11.	How/when do students leave the building at the end of the day? Are bus students and “walkers” handled differently?		

12.	What are the school's policies about suspension and keeping students after school for either make-up work or detention? Do parents need to be notified?		
13.	What is the procedure for duplicating materials?		
14.	How do I get assistance for emergencies, illness, or discipline problems?		
15.	Do I call my mentor/buddy teacher in an emergency?		
16.	What are the procedures for early dismissal and later arrivals?		
17.	When is the procedures available and when should s(he) be consulted?		
18.	When is the school nurse available and what are appropriate reasons for making a referral?		
19.	When are numbers of the Child Study Team available and what are appropriate reasons for making a referral? Psychologist _____ Learning Consultant _____ Social Worker _____		
20.	Are Guidance Counselors and a Substance Abuse Counselor available and what are appropriate reasons for making a referral?		
21.	What resources are available in the district for help in diagnosing or working with students with severe learning or behavior problems?		
22.	What janitorial services are available for my room? What are the students and I expected to do in preparation for the custodian?		

23.	What are the procedures for letting students use the restroom during school time? Are passes necessary?		
24.	What is the bell schedule?		
25.	What is the format for lesson planning?		
26.	Are my lesson plans for the first several days of school ready for each class?		
27.	Have I prepared time fillers to use if needed?		
28.	Have I reviewed the district and school calendars?		
29.	Where are students files kept and what are the procedures for accessing them?		
30.	What are my after school, evening, and weekend obligations during the year?		
31.	How often are fire drills held and how am I aware of them?		
32.	What is the emergency exit plan for my classroom? (Code Blue)		
33.	What are the expectations for reporting to parents?		
34.	When are parent conferences and "Back-to-School Night"?		
35.	What do parents expect at "Back-to-School Night" and parent conferences?		

ADDITIONAL IDEAS/SUGGESTIONS/THOUGHTS:

Substitutes

CONTACT LIST

PEOPLE YOU WILL WANT TO KNOW IN YOUR SCHOOL:

Principal	_____
Assistant Principal(s)	_____
Secretaries'	_____

Nurse	_____
Guidance Counselor(s)	_____

BSI Reading Teachers	_____

BSI Math Teachers	_____

ESL/Bilingual Teachers	_____

Speech Teachers	_____

Occupational/Physical Therapist	_____
Child Study Team Members	_____

I&RS Committee Member's	_____

504 Coordinator	_____
Computer Technician	_____

Computer Teacher	_____
Librarian/Media Specialist	_____
Custodian's	_____

SECTION TEN: PROGRAM EVALUATION/DATA COLLECTION & ASSESSMENT

The Fort Lee mentoring plan will be evaluated on five levels.

Level 1:	Participants' Reactions
Level 2:	Participants' Learning
Level 3:	Organization and Support
Level 4:	Participants' Use of New Knowledge
Level 5:	Student Learning Outcomes

Assessment may be measured by:

- Questionnaires
- Simulations
- Demonstrations
- Participant reflections
- Portfolios
- District and school records
- Interviews
- Video and/or audiotapes
- Direct observations
- Student records

Mentoring Program Assessment

The administration will gather written and oral data from both the mentors/buddies and the new teachers regarding the Fort Lee Public Schools Mentoring Program. This data will be used to evaluate the program's effectiveness and to make recommendations for its improvement.



Methods of Data Collection

1. **Goal Setting Worksheet**--Each new teacher is given the option to set goals (aligned with SGOs, PDPs, or of personal choice) throughout the term of the program to document the professional successes and challenges experienced. There is a sample form at the end of this section.
2. **Mentor/Mentee Meeting Log**- It is the expectation that mentors keep a meeting log to record meetings, interactions, and support provided to the new teacher. Logs are submitted at the end of every month to Michele Carlor. A sample log is included in this section.
3. **Exit Summary**--Each new teacher will write a summary, citing both positive and negative aspects, of his or her experiences at the end of the mentoring program. There is a sample form at the end of this section.
4. **Suggestions for Improvement**-At the end of the school year, each mentor and new teacher member will write suggestions for improvement regarding the mentoring program. There is a sample form at the end of this section.

Appendix B: Mentor/Buddy Exit Survey / Suggestions for Improvement

NAME: _____ DATE: _____

For the academic year _____ to _____

Please complete the following survey: The results are not intended for evaluation of individual mentor teachers. Rather, your answers will be compiled to provide data for the improvement of the support team.

Directions: Please circle the appropriate rating.

I. How well did you orient your new teacher to:

- | | | | | |
|--------------------------------------|--------------|----------|-------------|------------|
| A. The building and staff? | A Great Deal | Somewhat | Very Little | Not At All |
| B. The community? | A Great Deal | Somewhat | Very Little | Not At All |
| C. School rules and policies | A Great Deal | Somewhat | Very Little | Not At All |
| D. Classroom rules and policies | A Great Deal | Somewhat | Very Little | Not At All |
| E. The nature and needs of students? | A Great Deal | Somewhat | Very Little | Not At All |
| F. The content to be covered? | A Great Deal | Somewhat | Very Little | Not At All |

II. Would you want to serve as a mentor/buddy to another professional teacher?

III. Comments

Fort Lee School District Mentoring Program

Appendix C: New Teacher Survey / Suggestions for Improvement

(to be completed by new teacher by June 5 and submitted to Michele Carlor)

Please complete the following survey: The results are not intended for evaluation of individual mentor teachers. Rather, your answers will be compiled to provide data for the improvement of

I. How well did your mentor/buddy orient you to:

A. The building and staff?	A Great Deal	Somewhat	Very Little	Not At All
B. The community?	A Great Deal	Somewhat	Very Little	Not At All
C. School rules and policies?	A Great Deal	Somewhat	Very Little	Not At All
D. Classroom rules and policies?	A Great Deal	Somewhat	Very Little	Not At All
E. The nature and needs of students?	A Great Deal	Somewhat	Very Little	Not At All
F. The content to be covered?	A Great Deal	Somewhat	Very Little	Not At All

II. How regularly did your mentor/buddy use the following to help you grow? Please circle the appropriate rating.

A. Mutual goal-setting/planning	A Great Deal	Somewhat	Very Little	Not At All
B. Scripting	A Great Deal	Somewhat	Very Little	Not At All
C. Other methods of observation and data collection	A Great Deal	Somewhat	Very Little	Not At All
D. Conferring	A Great Deal	Somewhat	Very Little	Not At All
E. Log-keeping	A Great Deal	Somewhat	Very Little	Not At All
F. Self-evaluation	A Great Deal	Somewhat	Very Little	Not At All

III. How often did you discuss the following with your mentor/buddy?

A. What to teach and why?	A Great Deal	Somewhat	Very Little	Not At All
B. How to teach and why?	A Great Deal	Somewhat	Very Little	Not At All
C. How to evaluate?	A Great Deal	Somewhat	Very Little	Not At All

IV. Comments

Appendix D: Fort Lee New Teacher Academy

A 22-hour Mentoring/New Teacher Induction professional development sessions for all new teachers who are teaching under a provisional license will be offered throughout the year.

Who is expected to attend?

- New Teachers
 - Teachers who are new to the teaching profession
 - Teachers who are new to the Fort Lee Public Schools

Why is attendance important?

- PD hours are earned by all attendees and presenters
- Opportunity for group support for novice teachers
- The opportunity to collaborate with your colleagues at different schools
- Time for mentors/buddies and mentees to process information and experiences provided by building administrators

Who will be teaching the New Teacher Academy Workshops?

- Workshops will be co-taught by teachers and the administrative team

What topics will be covered and when will these topics be covered?

- Each session will be no longer than 1- hour.
- Each workshop will alternate between the High School and Middle School.

	New Teachers	New to District Teachers
	(Must attend all sessions)	(Must attend 5 of 7 sessions)
September	Differentiation	Differentiation
October	Lesson Planning	Lesson Planning
November	Technology in the Classroom	Technology in the Classroom
December	Classroom Management Revisited – The Fresh Start	Classroom Management Revisited – The Fresh Start
January	Data-Driven Instruction	Data-Driven Instruction
February	Teacher Led Conversation	Teacher Led Conversation
March	Culturally Responsive Learning	Culturally Responsive Learning

Fort Lee Board of Education

Bills And Claims Report By Vendor Name

9/19/19 BILLS LIST

va_bill5.102317
07/31/2019

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Pending Payments							
AASA -AMER ASSOC SCHOOL ADM INC (AASA)/ 1067							
	1920-1718	11-000-230-890-20-000-/ MISC EXPENDITURES		CF	INV 605100-MEMBER DUES-S.AMATO		460.00
Total for AMER ASSOC SCHOOL ADMIN./ 1067							\$460.00
ACADEMY CONSTRUCTION, INC./ 10162							
	1819-2879	P1-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR	1819-2879	CF	CLEANING/ MAINT/ REPAIR		3,500.00
	1819-2724	P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	1819-2724	CF	CLEAN,REPAIR,MAINT-SCH 2		15,000.00
		P1-000-261-420-40-030-/ CLEAN,REPAIR,MAINT-SCH 3	1819-2724	CF	CLEAN,REPAIR,MAINT-SCH 3		10,000.00
		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	1819-2724	CF	CLEAN,REPAIR,MAINT-MS		17,300.00
Total for ACADEMY CONSTRUCTION, INC./ 10162							\$45,800.00
ALLIED PRINTING, CO, INC./ 6888							
	1920-1806	11-000-230-592-30-000-/ MISC PURCH-PRINTING		CF	INV 68195-BUS CARDS-S.AMATO		85.00
Total for ALLIED PRINTING, CO, INC./ 6888							\$85.00
AMATO, SHARON/ 3172							
	1819-1038	P1-000-230-530-10-722-/ TELEPHONE	MAY JUNE 2019	CF	TELEPHONE		120.00
Total for SHARON AMATO/ 3172							\$120.00
AMAZON, LLC/ 8663							
	1920-1392	11-000-219-600-60-000-/ CST SUPPLIES		CF	INV 568784738379-SUPPL-CST		74.17
	1920-1521	11-000-219-600-60-000-/ CST SUPPLIES		CF	INV 457873448343-STORAGE SUPPL		115.98
	1920-1579	11-000-218-600-06-000-/ GUIDANCE SUP-MS		CF	INV863387885669-SUPPL-MS		271.92
	1920-1605	11-000-218-600-06-000-/ GUIDANCE SUP-MS		CF	INV 774378768373-SUPPL-MS		752.16
	1920-1348	11-190-100-610-07-013-/ ENGLISH		CF	INV 446897456839-SUPPL-HS		216.20
	1920-1763	11-190-100-610-01-000-/ GENERAL SUPPLIES		CF	INV 859743453397-SUPPL-SCH1		215.67
	1920-1778	11-190-100-610-01-100-/ CLASSROOM FURNITURE		CF	INV 469567363833-SUPPL-SCH1		216.24
	1920-1821	11-190-100-610-07-028-/ SOCIAL STUDIES		CF	INV 453797446496-AP HIST BK-HS		26.99
	1920-1399	11-190-100-610-07-011-/ ART SUPPLIES		CF	INV 573398473354-SUPPL-HS		29.99
	1920-1692	11-000-222-600-50-019-/ TECH SUPPLIES		CP	INV 546954847896-CREDIT		-0.76
		11-000-222-600-50-019-/ TECH SUPPLIES		CP	INV 647656466584-CREDIT		-1.07
		11-000-222-600-50-019-/ TECH SUPPLIES		CP	INV 465935554973-CREDIT		-4.42
		11-000-222-600-50-019-/ TECH SUPPLIES		CF	INV 698867589458-TECH SUPPL		46.14
Total for SYNCB/AMAZON/ 8663							\$1,959.21
ASSOC SUPV. & CU (ASCD)/ 1127							

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Pending Payments							
	1920-1079	11-000-240-890-03-000-/ MISC EXP-MEMBERSHIP		CF	2019-20 ASCD MEMBER-J.BERMAN		59.00
	1920-1297	11-000-240-890-02-000-/ MISC EXP-MEMBERSHIP		CF	ASCD-1644456-J.BRENNAN		239.00
					Total for ASCD, CORP/ 1127		\$298.00
ASSOCIATION FOR MIDDLE LEVEL EDUCATION/ 3788							
	1920-1414	11-000-240-890-06-000-/ MISC EXP-MEMBERSHIP		CF	INV-71878-7SR1-SCH MEMBERSHIP		549.79
					Total for AMLE/ 3788		\$549.79
AUTOZONE NORTHEAST, INC/ 9784							
	1920-1581	11-000-270-615-10-000-/ TRANSP SUPPLIES		CP	INV 1673649507-SCH BUS SUPPL		112.68
		11-000-270-615-10-000-/ TRANSP SUPPLIES		CP	INV 1673663266-SCH BUS SUPPL		39.96
		11-000-270-615-10-000-/ TRANSP SUPPLIES		CP	INV 1673676917-SCH BUS SUPPL		15.98
	1920-1861	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 1673636152-AUTO SUPPL		59.96
					Total for AUTOZONE NORTHEAST, INC/ 9784		\$228.58
BAYADA HOME HEALTH, INC./ 8420							
	1920-1513	11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14737697-RN-7/8-12/19		1,003.75
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14757615-RN-7/15-19/19		990.00
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14777517-RN-7/22-25/19-TW		811.25
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14797408-RN-7/29-31/19-TW		632.50
	1920-1518	11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14718205-RN-7/1-2/19		742.50
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14737696-RN/LPN-7/10-12/19		1,014.00
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14757614-RN-7/16-19/19		1,058.75
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 14777516-RN-7/22-25/19-JC		1,058.75
					Total for BAYADA HOME HEALTHCARE, INC./ 8420		\$7,311.50
BERGEN COUNTY SOCCER COACHES ASSOC./ 9958							
	1920-1725	11-402-100-800-08-000-/ OTHER OBJECTS		CF	MEMBER DUES-M.RAFTERY-HS		155.00
					Total for BCSCA/ 9958		\$155.00
BERGEN TRACK & FIELD ASSOC/ 7352							
	1920-1854	11-402-100-800-08-000-/ OTHER OBJECTS		CF	2019 TRACK ENTRY FEES		330.00
					Total for BERGEN TRACK & FIELD ASSOC/ 7352		\$330.00
BERGEN TRACK & FIELD LLC/ 8859							
	1920-1781	11-402-100-800-08-000-/ OTHER OBJECTS		CP	TRACK BACK TO MTN-ENTRY FEE		380.00
		11-402-100-800-08-000-/ OTHER OBJECTS		CF	SEASON OPENER-ENTRY FEE		360.00
					Total for BERGEN TRACK & FIELD LLC/ 8859		\$740.00

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Pending Payments							
BOOKSOURCE, INC./ 6247							
	1920-1659	11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 851046-BOOKS-SCH2		153.66
Total for BOOKSOURCE, INC./ 6247							\$153.66
BOULEVARD HARDWARE. CO./ 1243							
	1920-1102	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV B105743-CONSTR SUPPL		11.38
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV A119895-CONSTR SUPPL		77.62
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV A119820-CONSTR SUPPL		19.37
Total for BOULEVARD HARDWARE. CO./ 1243							\$108.37
BROWN & BROWN METRO INC./ 8432							
	1920-1033	11-000-230-590-10-596-/ FIDELITY BONDS		CF	INV 207962-BOND-H.TAYLOR		385.00
Total for BROWN & BROWN METRO INC/ 8432							\$385.00
BUGTECH, INC./ 9425							
	1819-0613	P1-000-261-420-40-010-/ CLEAN,REPAIR,MAINT-SCH 1	021456	CF	CLEAN,REPAIR,MAINT-SCH 1		75.00
		P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	021456	CF	CLEAN,REPAIR,MAINT-SCH 2		75.00
		P1-000-261-420-40-030-/ CLEAN,REPAIR,MAINT-SCH 3	021456	CF	CLEAN,REPAIR,MAINT-SCH 3		75.00
		P1-000-261-420-40-040-/ CLEAN,REPAIR,MAINT-SCH 4	021456	CF	CLEAN,REPAIR,MAINT-SCH 4		75.00
		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	021456	CF	CLEAN,REPAIR,MAINT-MS		75.00
		P1-000-261-420-40-070-/ CLEAN,REPAIR,MAINT-HS	021456	CF	CLEAN,REPAIR,MAINT-HS		75.00
		P1-000-261-420-40-010-/ CLEAN,REPAIR,MAINT-SCH 1	021627	CF	CLEAN,REPAIR,MAINT-SCH 1		75.00
		P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	021627	CF	CLEAN,REPAIR,MAINT-SCH 2		75.00
		P1-000-261-420-40-030-/ CLEAN,REPAIR,MAINT-SCH 3	021627	CF	CLEAN,REPAIR,MAINT-SCH 3		75.00
		P1-000-261-420-40-040-/ CLEAN,REPAIR,MAINT-SCH 4	021627	CF	CLEAN,REPAIR,MAINT-SCH 4		75.00
		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	021627	CF	CLEAN,REPAIR,MAINT-MS		75.00
		P1-000-261-420-40-070-/ CLEAN,REPAIR,MAINT-HS	021627	CF	CLEAN,REPAIR,MAINT-HS		75.00
		P1-000-261-420-40-010-/ CLEAN,REPAIR,MAINT-SCH 1	021629	CF	CLEAN,REPAIR,MAINT-SCH 1		75.00
		P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	021629	CF	CLEAN,REPAIR,MAINT-SCH 2		75.00
		P1-000-261-420-40-030-/ CLEAN,REPAIR,MAINT-SCH 3	021629	CF	CLEAN,REPAIR,MAINT-SCH 3		75.00
		P1-000-261-420-40-040-/ CLEAN,REPAIR,MAINT-SCH 4	021629	CF	CLEAN,REPAIR,MAINT-SCH 4		75.00
		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	021629	CF	CLEAN,REPAIR,MAINT-MS		75.00
		P1-000-261-420-40-070-/ CLEAN,REPAIR,MAINT-HS	021629	CF	CLEAN,REPAIR,MAINT-HS		75.00
		P1-000-261-420-40-010-/ CLEAN,REPAIR,MAINT-SCH 1	1819-0613	CF	CLEAN,REPAIR,MAINT-SCH 1		75.00
		P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	1819-0613	CF	CLEAN,REPAIR,MAINT-SCH 2		75.00
		P1-000-261-420-40-030-/ CLEAN,REPAIR,MAINT-SCH 3	1819-0613	CF	CLEAN,REPAIR,MAINT-SCH 3		75.00
		P1-000-261-420-40-040-/ CLEAN,REPAIR,MAINT-SCH 4	1819-0613	CF	CLEAN,REPAIR,MAINT-SCH 4		75.00

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		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	1819-0613	CF	CLEAN,REPAIR,MAINT-MS		75.00
		P1-000-261-420-40-070-/ CLEAN,REPAIR,MAINT-HS	1819-0613	CF	CLEAN,REPAIR,MAINT-HS		75.00
Total for BUGTECH, INC./ 9425							\$1,800.00
CARE PLUS FOUNDATION, INC./ 9833							
	1920-1069	11-000-219-320-03-000-/ PURCH PROF-EVAL-SCH 3		CF	INV 472-CHILD ASSESSMNT-SCH3		200.00
Total for CARE PLUS FOUNDATION, INC./ 9833							\$200.00
CLIFFSIDE BODY CORP/ 1360							
	1819-2698	P1-000-262-730-40-000-/ B & G VEHICLES	1819-2698	CF	B & G VEHICLES		21,457.00
Total for CLIFFSIDE BODY CORP/ 1360							\$21,457.00
COOPER ELECTRIC S/ 1396							
	1920-1112	30-000-430-800-15-100-/ MS ADDITION-CONTINGENCY		CP	INV S037822590.001-ELECTR SUPL		409.27
Total for COOPER ELECTRIC SUPPLY CO./ 1396							\$409.27
CROWN TROPHY-RIVER EDGE, INC./ 5384							
	1920-1640	11-000-218-600-07-000-/ GUIDANCE SUP-HS		CF	INV RE-50735-TROPHIES-HS		50.00
	1920-1787	11-000-251-600-10-000-/ SUPPLIES		CF	INV RE-50816-NAME PLATE-C/O		25.10
Total for CROWN TROPHY-RIVER EDGE, INC./ 5384							\$75.10
CTC ACADEMY, INC./ 6277							
	1920-1451	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 2319-TUITION-JUL19-IK		7,424.82
		11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CF	INV 2365-TUITION-AUG19-IK		824.98
Total for CTC ACADEMY, INC./ 6277							\$8,249.80
DA-LOR SERVICE, COMPANY, INC/ 3921							
	1920-1259	12-000-400-450-03-001-/ S#3 COMPRESSOR INSTALLS		CP	INV 12310-COOLING PARTS-SCH3		22,627.00
Total for DA-LOR SERVICE, COMPANY, INC/ 3921							\$22,627.00
DAKOTA EXCAVATING CONTRACTOR, INC/ 9319							
	1920-1630	11-000-263-420-40-000-/ GROUNDS-MAINT/REPAIR		CF	2019-20 TURF FIELD REPAIR		1,500.00
Total for DAKOTA EXCAVATING CONTRACTOR, INC./ 9319							\$1,500.00
DEMCO, INC./ 1453							
	1920-0543	11-000-222-600-01-019-/ LIBRARY SUPPLIES		CF	INV 6645222-LIBRARY SUPPL-SCH1		153.72
	1920-1446	20-280-100-600-30-000-/ TITLE 4-SUPPLIES		CF	INV 6651375-CLSRM SUPPL-MS		1,592.44
Total for DEMCO, INC./ 1453							\$1,746.16
DEVEREUX FOUNDATION/ 9424							
	1920-1480	11-000-100-567-60-000-/ TUITION PRIV-OUT STATE		CP	TUITION-JULY 2019-EK		9,172.59

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Pending Payments							
Total for DEVEREUX FOUNDATION/ 9424							\$9,172.59
DISCOUNT MAG SUB SRV, INC/ 7549							
	1920-1361	11-000-222-600-07-019-/ LIBRARY SUP/BKS/PERIODIC		CF	INV 9284080-LIBRARY SUPPL-HS		939.67
Total for DISCOUNT MAGAZINE SUBSCRIPTION SERV/ 7549							\$939.67
EDUCATIONAL DATA SERVICE, INC./ 1580							
	1920-1032	11-000-251-340-10-293-/ BIDDING-RIGHT TO KNOW		CF	INV 3229-90-RIGHT TO KNOW		300.00
	1920-1031	11-000-251-340-10-293-/ BIDDING-RIGHT TO KNOW		CP	2019-20 LICENSE FEE-10/19/19		2,090.00
Total for EDUCATIONAL DATA SERVICE, INC./ 1580							\$2,390.00
EXERTECH, LLC/ 9957							
	1920-1796	11-190-100-400-07-032-/ PURCH TECH SERV-PE		CP	INV 2129-GYM EQUIP MAINT-HS		200.00
Total for EXERTECH, LLC/ 9957							\$200.00
EXPRESS HEATING CO INC/ 2692							
	1819-0721	P1-000-261-420-40-010-/ CLEAN,REPAIR,MAINT-SCH 1	1819-0721	CF	CLEAN,REPAIR,MAINT-SCH 1		1,000.00
		P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	1819-0721	CF	CLEAN,REPAIR,MAINT-SCH 2		1,000.00
		P1-000-261-420-40-040-/ CLEAN,REPAIR,MAINT-SCH 4	1819-0721	CF	CLEAN,REPAIR,MAINT-SCH 4		1,000.00
		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	1819-0721	CF	CLEAN,REPAIR,MAINT-MS		1,800.00
Total for EXPRESS HEATING CO/ 2692							\$4,800.00
FELDMAN BROTHERS ELECTRICAL SUPPLY, CO./ 9103							
	1920-1120	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 2774865-00 ELECTRIC SUPPL		238.36
Total for FELDMAN BROTHERS ELECTRICAL SUPPLY, CO./ 9103							\$238.36
FINIZIO, JOSEPH/ 9194							
	1920-1103	11-000-240-580-20-000-/ PRINCIPAL-TRAVEL/CONF		CF	EXP-SCH SAFETY WKSHP-J.FINIZIO		1,339.69
Total for JOSEPH FINIZIO/ 9194							\$1,339.69
FOLLETT SCHOOL SOLUTIONS, INC./ 8791							
	1920-1286	11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 1366526-CLSRM SUPPL-HS		199.99
Total for FOLLETT SCHOOL SOLUTIONS, INC./ 8791							\$199.99
FORT LEE BAND BOOSTERS ACCOUNT/ 9374							
	1920-1147	11-000-270-512-07-000-/ TRANSP-SCHOOL ACTIVITIES		CP	DEPOSIT-BAND TRANSP		800.00
		11-000-270-512-07-000-/ TRANSP-SCHOOL ACTIVITIES		CP	INV 1878585-BAND TRANS-8/18/19		2,441.00
		11-000-270-512-07-000-/ TRANSP-SCHOOL ACTIVITIES		CF	INV 1878586-BAND TRANS-8/24/19		2,441.00
Total for FORT LEE BAND BOOSTERS ACCOUNT/							\$5,682.00

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Pending Payments							
				9374			
FORUM SCHOOL/ 1783							
	1920-1158	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 155007012019-MW-JULY2019		6,564.60
	1920-1156	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 155007012019-TUIT-JUL19-YJ		6,564.60
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 155007012019-AIDE-JUL19-YJ		2,934.00
	1920-1157	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 155007012019-TUIT-JUL19-RW		6,564.60
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 155007012019-AIDE-JUL19-RW		3,204.00
					Total for FORUM SCHOOL/ 1783		\$25,831.80
FRANCO'S METRO/ 7476							
	1920-1839	11-000-230-610-20-000-/ CENTRAL OFF-SUPPLIES		CF	INV382108-1-ADMN MTG-8/26/19		284.55
					Total for FRANCO'S METRO/ 7476		\$284.55
GILLESPIE GROUP, INC./ 9115							
	1819-2776	P1-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR	1819-2776	CF	CLEANING/ MAINT/ REPAIR		5,000.00
	1920-1420	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09343-LVT FLOORING-SCH1		5,472.80
	1920-1639	11-190-100-610-04-000-/ GENERAL SUPPLIES		CF	INV 09337-FLOORING-SCH4		5,218.99
	1920-1417	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09345-LVT FLOORING-SCH2		8,344.71
	1920-1367	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09344-LVT FLOORING-HS		16,503.24
	1920-1368	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09342-LVT FLOORING-SCH4		10,035.71
	1920-1419	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09341-LVT FLOORING-SCH1		7,763.10
	1920-1416	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09340-LVT FLOORING-SCH3		1,051.80
					Total for THE GILLESPIE GROUP, INC./ 9115		\$59,390.35
GILSANZ MURRAY STEFICEK, LLP/ 10088							
	1920-1794	12-000-400-450-40-003-/ HS PORTICO REPAIRS		CP	INV 105525-REPAIR WORKS-HS		2,577.50
					Total for GILSANZ MURRAY STEFICEK, LLP/ 10088		\$2,577.50
GLYNN, LAUREN/ 7558							
	1920-1092	11-000-240-580-07-000-/ TRAVEL-HS		CF	SCH SAFETY-JULY2019-L.GLYNN		1,808.34
					Total for LAUREN GLYNN/ 7558		\$1,808.34
GOOD TALKING PEOPLE, LLC/ 4850							
	1920-1724	11-000-216-320-60-000-/ RELATED SERVICES		CP	ID 99000284-SPEECH-JUL19-EB		450.00
		11-000-216-320-60-000-/ RELATED SERVICES		CP	ID 99000200-SPEECH-JUL19-JJN		320.00
					Total for GOOD TALKING PEOPLE, LLC/ARLENE F. RUBIN/ 4850		\$770.00
GRANITE TELECOMMUNICATIONS, LLC/ 9713							

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	1920-1004	11-000-252-340-10-000-/ PUR TECH-INTERNET		CP	INV 461790752-JULY2019		6,449.18
					Total for GRANITE TELECOMMUNICATIONS, LLC/ 9713		\$6,449.18
GROTH MUSIC CO/ 7229							
	1920-1385	11-190-100-610-03-008-/ MUSIC SUPL		CF	INV 2929618-MUSIC SUPPL-SCH3		486.32
					Total for GROTH MUSIC/ 7229		\$486.32
HACKENSACK HIGH SCHOOL/ 6838							
	1920-1853	11-402-100-800-08-000-/ OTHER OBJECTS		CF	2019 TENNIS TOURN-9/7/19		125.00
					Total for HACKENSACK HIGH SCHOOL/ 6838		\$125.00
HARBOR FREIGHT TOOLS, INC./ 6991							
	1920-1162	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 892197-CUSTODIAL SUPPL		47.92
					Total for HARBOR FREIGHT TOOLS, INC./ 6991		\$47.92
HEINEMANN/HOUGHTON MIFFLIN/ 1981							
	1920-1284	11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 7096850-CLSRM SUPPL		2,359.74
					Total for HEINEMANN/HOUGHTON MIFFLIN/ 1981		\$2,359.74
HEWITT EXCAVATING, LLC/ 10161							
	1920-1485	30-000-431-450-14-070-/ SCH 2 ADDITION-CONSTR		CF	INV 1714-WTR DRAINAGE SYSTEM		25,600.00
					Total for HEWITT EXCAVATING, LLC/ 10161		\$25,600.00
HILTI, INC./ 7142							
	1920-1740	11-000-262-610-40-000-/ GENERAL SUPPLIES		CF	INV 4613719049-CONSTR SUPPL		139.42
					Total for HILTI, INC./ 7142		\$139.42
HONEYWELL, INC./ 2013							
	1920-1684	30-000-430-450-15-100-/ MS ADDITION-CONSTR		CP	INV CW55VY01-CONSTR SUPPL		41.94
		30-000-430-450-15-100-/ MS ADDITION-CONSTR		CP	INV DM57TV02-CONSTR SUPPL		463.96
		30-000-430-450-15-100-/ MS ADDITION-CONSTR		CP	INV DM57TV01-CONSTR SUPPL		214.91
		30-000-430-450-15-100-/ MS ADDITION-CONSTR		CP	INV CW55YK01-CONSTR SUPPL		8.99
					Total for ADI/ 2013		\$729.80
HOUGHTON MIFFLIN HARCOURT, INC./ 2018							
	1920-1266	11-190-100-610-30-000-/ CURRICULUM RESOURCES		CP	INV 954455706-CLSRM SUPPL		40,279.75
		11-190-100-610-30-000-/ CURRICULUM RESOURCES		CP	INV 954458627-CLSRM SUPPL		1,451.80
		11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 954458626-CLSRM SUPPL		10,888.50
	1920-1270	11-190-100-610-30-000-/ CURRICULUM RESOURCES		CP	INV 954458625-CLSRM SUPPL		1,451.80
		11-190-100-610-30-000-/ CURRICULUM RESOURCES		CP	INV 954460366-CLSRM SUPPL		8,347.85

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		11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 954455705-CLSRM SUPPL		28,988.60
					Total for HOUGHTON MIFFLIN HARCOURT, INC./ 2018		\$91,408.30
I PARADIGMS, LLC/ 5547							
	1920-1127	11-000-222-600-07-019-/ LIBRARY SUP/BKS/PERIODIC		CF	IN11171752-TURNITIN FEE		4,220.88
					Total for TURNITIN, LLC/ 5547		\$4,220.88
IRIS, LTD, INC./ 9965							
	1920-1517	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 0183633-IN-ID LANYARDS		1,618.82
					Total for IRIS, LTD, INC./ 9965		\$1,618.82
KARL & ASSOCIATES, INC./ 5117							
	1920-1178	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CP	INV 27742-SURVEILLANCE		2,250.00
					Total for KARL & ASSOCIATES, INC./ 5117		\$2,250.00
KEEHN POWER PRODUCTS, INC./ 4885							
	1920-1180	11-000-263-420-40-000-/ GROUNDS-MAINT/REPAIR		CP	INV 15444-MACHINE REPAIR		675.71
		11-000-263-420-40-000-/ GROUNDS-MAINT/REPAIR		CP	INV 15443-MACHINE REPAIR		696.98
		11-000-263-420-40-000-/ GROUNDS-MAINT/REPAIR		CP	INV 16364-MACHINE REPAIR		84.94
					Total for KEEHN POWER PRODUCTS, INC./ 4885		\$1,457.63
KUIKEN BROS, CO, INC./ 9135							
	1920-1182	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV MP-663228-FLOORING		1,084.25
					Total for KUIKEN BROS, CO, INC./ 9135		\$1,084.25
LALA, JOSEPH/ 9974							
	1920-1754	11-000-261-420-40-040-/ CLEAN,REPAIR,MAINT-SCH 4		CF	MASONRY REPAIR-SCH4		1,500.00
					Total for JOSEPH LALA/ 9974		\$1,500.00
LAMINATING USA, LLC/ 7875							
	1920-1269	11-190-100-610-03-000-/ GENERAL SUPPLIES		CF	INV 19-9696-LAMINATING-SCH3		271.92
					Total for LAMINATING USA, LLC/ 7875		\$271.92
LEARNING RESOURCES, INC./ 4495							
	1920-1622	11-190-100-610-01-000-/ GENERAL SUPPLIES		CF	INV 3856355-SUPPL-SCH1		251.91
					Total for LEARNING RESOURCES, INC./ 4495		\$251.91
LINCOLN LANDSCAPING, INC./ 8088							
	1920-1183	11-000-263-420-40-400-/ GROUNDS		CP	INV 7580-AUG-MAINT LAWN		8,000.00
					Total for LINCOLN LANDSCAPING, INC./ 8088		\$8,000.00
M-F ATHLETIC, LLC/ 2373							

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	1920-0668	11-402-100-600-08-000-/ ATHLETIC SUPPLIES		CF	INV 81623-GYM SUPPL-HS		120.00
	Total for M-F ATHLETIC, CO, INC./MFAC, LLC/ 2373						\$120.00
MGL-FORMS-SYSTEMS, LLC/ 2374							
	1920-1555	11-000-251-600-10-000-/ SUPPLIES		CF	INV 165976-ENVELOPES		619.50
	1920-1637	11-000-251-600-10-000-/ SUPPLIES		CF	INV 166065-TONER-C/O		625.00
	Total for MGL-FORMS-SYSTEMS, LLC/ 2374						\$1,244.50
MIKE & SON PLUMBING, INC./ 9516							
	1920-1186	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 50236-PLUMBING SUPPL		4,195.00
	Total for MIKE & SON PLUMBING, INC./ 9516						\$4,195.00
MILLENNIUM COMMUNICATION GROUP, INC./ 8769							
	1819-2992	P1-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR	1819-2992	CF	CLEANING/ MAINT/ REPAIR		4,080.00
	Total for MILLENNIUM COMMUNICATION GROUP, INC./ 8769						\$4,080.00
N J ASSOCIATION OF DESIGNATED PERSONS/ 8160							
	1920-1761	11-000-262-890-40-000-/ OTHER OBJECTS		CF	INV 1920141-ANNUAL SCH MEMBR		125.00
	Total for N J ASSOCIATION OF DESIGNATED PERSONS/ 8160						\$125.00
NASCO/ARISTOTLE CORP./ 2591							
	1920-0650	11-190-100-610-03-000-/ GENERAL SUPPLIES		CP	INV 464870-SUPPL		54.44
		11-190-100-610-03-000-/ GENERAL SUPPLIES		CF	INV 490748-SUPPL		23.72
	Total for NASCO/ 2591						\$78.16
NATIONAL CENTER FOR YOUTH ISSUES/ 6711							
	1920-1714	11-000-223-580-06-000-/ TRAVEL - PROF DEV MS		CF	INV CI0149653-NGSCA-D.BRIGIDA		174.00
	Total for NATIONAL CENTER FOR YOUTH ISSUES/ 6711						\$174.00
NEURODEVELOPMENTAL PEDIATRICS, LLC/ 9572							
	1920-1538	11-000-216-320-60-000-/ RELATED SERVICES		CP	INV 7869-NEURO EVAL-CST-LZ		600.00
	Total for NEURODEVELOPMENTAL PEDIATRICS, LLC/ 9572						\$600.00
NEW ALLIANCE ACADEMY/ 7445							
	1920-1155	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 4015-TUITION-AH-JULY2019		6,390.00

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		11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 4045-TUITION-AH-AUG2019		3,408.00
		11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 4078-TUITION-AH-SEPT2019		8,094.00
					Total for THE NEW ALLIANCE ACADEMY LLC/ 7445		\$17,892.00
NEW JERSEY CATHOLIC TRACK CONFERENCE/ 8880							
	1920-1857	11-402-100-800-08-000-/ OTHER OBJECTS		CF	INV 743116-TRACK MEET-9/21/19		210.00
					Total for NJCTC/ 8880		\$210.00
NEWSELA, INC./ 9131							
	1920-1846	11-190-100-610-07-013-/ ENGLISH		CF	INV 52319-NEWSELA LICENSE-HS		10,220.00
					Total for NEWSELA, INC./ 9131		\$10,220.00
NJ ASSOC. OF SCHOOL ADM(NJASA)/ 3845							
	1920-1717	11-000-230-890-20-000-/ MISC EXPENDITURES		CF	NJASA MEMBER DUES-S.AMATO		1,990.00
					Total for NJASA, CORP/ 3845		\$1,990.00
NJ SCHOOL BUILDING & GROUNDS (DUES)/ 7205							
	1920-1359	11-000-262-890-40-000-/ OTHER OBJECTS		CF	INV 442-MEMBERSHIP RENEW		325.00
					Total for NJ SCHOOL BUILDING & GROUNDS ASSOC/ 7205		\$325.00
NJPSA, CORP/ 2583							
	1920-1459	11-000-240-890-60-000-/ MISC EXP-MEMBERSHIP		CF	NJPSA#48079-D.DAVIS-CST		845.00
	1920-1783	11-000-221-890-30-000-/ MISC EXPENDITURES		CP	NJPSA 545497-M.CARLOR		845.00
		11-000-221-890-30-000-/ MISC EXPENDITURES		CF	NJPSA 000990-D.BAKER		845.00
					Total for NJPSA, CORP/ 2583		\$2,535.00
OLD COLONY, LLC/ 9894							
	1920-1679	11-401-100-390-07-000-/ PURCHASED SERVICES (300-		CF	INV 1422-WASTE REMOVAL-HS		1,087.00
					Total for OLD COLONY, LLC/ 9894		\$1,087.00
OVERDRIVE, INC./ 8835							
	1920-1362	11-000-222-600-07-019-/ LIBRARY SUP/BKS/PERIODIC		CF	INV H-0058677-ANN LIBRARY DNLD		2,000.00
					Total for OVERDRIVE, INC./ 8835		\$2,000.00
PARAMUS BOARD OF EDUCATION/ 9648							
	1920-1218	11-000-221-580-30-000-/ SUPERVISORS-TRAVEL		CF	INV 0V0030-2019-20 REG FEE		2,175.00
					Total for PARAMUS BOARD OF EDUCATION/ 9648		\$2,175.00
PARENT DOOR HARDWARE,INC/ 2810							
	1920-1190	11-000-266-610-40-000-/ SECURITY-GENLSUPPLIES		CP	INV C12388-KEYS-ALL SCHOOLS		645.00

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Pending Payments							
Total for PARENT DOOR HARDWARE,INC/ 2810							\$645.00
PEARSON DIGITAL LEARNING/ 6769							
	1920-1442	11-190-100-610-06-027-/ SCIENCE		CF	INV 7026806971/7026797470-SUPP		4,000.00
		11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 7026806971/7026797470-SUPP		8,627.56
Total for NCS PEARSON, INC./ 6769							\$12,627.56
PHOENIX CENTER, INC./ 10094							
	1920-1153	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 155009042019-TUIT-SEP19-IA		7,134.69
		11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 155007012019-TUIT-JUL19-IA		7,885.71
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 155009042019-AIDE-SEP19-IA		3,249.00
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	INV 155007012019-AIDE-JUL19-IA		3,591.00
Total for PHOENIX CENTER, INC./ 10094							\$21,860.40
POSITIVE PROMOTIONS, INC/ 5191							
	1920-1429	11-000-251-610-11-000-/ SUPPLIES-HUMAN RESOURCES		CF	INV 06359552-HR SUPPL		203.94
Total for POSITIVE PROMOTIONS, INC/ 5191							\$203.94
PRECISION ELECTRIC MOTOR WORKS, INC./ 10126							
	1819-2697	P1-000-261-420-40-030-/ CLEAN,REPAIR,MAINT-SCH 3	1819-2697	CF	INV S126793-CONSTR SUPPL		1,069.05
		P1-000-261-420-40-040-/ CLEAN,REPAIR,MAINT-SCH 4	1819-2697	CP	INV R132274-CONSTR SUPPL		185.00
		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	1819-2697	CF	INV S126872-CONSTR SUPPL		3,451.04
		P1-000-261-420-40-070-/ CLEAN,REPAIR,MAINT-HS	1819-2697	CF	INV S126871-CONST SUPPL		3,606.00
Total for PRECISION ELECTRIC MOTOR WORKS, INC./ 10126							\$8,311.09
PROJECT U.S.E. , INC/ 5028							
	1920-1507	11-190-100-610-07-032-/ P.E. SUPL		CF	INV 2573SP-GYM MAINT-HS		385.00
		11-401-100-390-07-000-/ PURCHASED SERVICES (300-		CF	INV 2573SP-GYM MAINT-HS		1,850.00
Total for PROJECT U.S.E. , INC/ 5028							\$2,235.00
RAFTERY, MICHAEL/ 6021							
	1920-1093	11-000-240-580-07-000-/ TRAVEL-HS		CF	SCH SAFETY-JULY2019-M.RAFTERY		1,786.34
Total for MICHAEL RAFTERY/ 6021							\$1,786.34
REALLY GOOD STUFF, INC./ 5977							
	1920-0617	11-190-100-610-02-000-/ GENERAL SUPPLIES		CF	INV 6941445-CLSRM SUPPL-SCH2		383.42
	1920-0632	11-190-100-610-02-000-/ GENERAL SUPPLIES		CP	INV 6942375-CLSRM SUPPL-SCH2		220.24
		11-190-100-610-02-000-/ GENERAL SUPPLIES		CF	INV 7004167-CLSRM SUPPL-SCH2		4.36
Total for REALLY GOOD STUFF, INC./ 5977							\$608.02

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RECORD, THE - DELIVERIES/ 1221							
	1920-1629	11-000-251-600-10-000-/ SUPPLIES		CF	ACCT TR0622947-19/20-ANN SVC		255.57
Total for THE RECORD/ 1221							\$255.57
RETHINK AUTISM, INC./ 9098							
	1920-1464	11-000-219-390-60-000-/ PUR TECH SRV		CF	INV-036497-USER ACCESS		10,923.00
Total for RETHINK AUTISM, INC./ 9098							\$10,923.00
RICCIARDI BROTHERS, INC/ 6461							
	1920-1191	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 64957-CLSRM PAINT-HS		20.99
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 286424-CLSRM PAINT-HS		183.96
		11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 286423-CLSRM PAINT-HS		367.92
Total for RICCIARDI BROTHERS, INC/ 6461							\$572.87
S & M INTERIORS, LLC/ 9780							
	1920-1232	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 110-WINDOW SHADES-HS		4,965.00
Total for RAVINDER SINGH NANDA/ 9780							\$4,965.00
SADLIER OXFORD, INC./ 5484							
	1920-1504	11-190-100-610-01-014-/ WORKBKS WHOLE LANG		CF	INV 19925-CLSRM SUPPL		7,729.85
	1920-1295	11-190-100-610-02-014-/ WORKBKS WHOLE LANG		CF	INV22646-CLSRM SUPPL-SCH2		211.48
	1920-1299	11-190-100-610-02-014-/ WORKBKS WHOLE LANG		CF	INV22814-CLSRM SUPPL-SCH2		234.98
	1920-1505	11-190-100-610-01-014-/ WORKBKS WHOLE LANG		CF	INV23854-CLSRM SUPPL-SCH1		166.88
Total for WILLIAM H. SADLIER, INC/ 5484							\$8,343.19
SAGE DAY/EDUC ENTERPRISES, INC/ 3924							
	1920-1152	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	INV 18308-DBAC		1,645.22
		11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CF	INV 18377-DBAC		6,588.25
Total for SAGE DAY, CORP/ 3924							\$8,233.47
SAINT CLARES HOSPITAL, INC./ 4480							
	1920-1450	11-150-100-320-60-000-/ HOME INST-PURCH PROF		CF	INV 3946-BEDSIDE-6/28-8/2/19		935.00
Total for SAINT CLARES HOSPITAL, INC./ 4480							\$935.00
SCHOOL DATEBOOKS, INC./ 8495							
	1920-1750	11-401-100-600-07-000-/ STDNT ACT HS-SUPPLIES		CF	INV S19-0166898-SUPPL-HS		2,649.49
Total for SCHOOL DATEBOOKS, INC./ 8495							\$2,649.49
SCHOOL SAFETY ADVOCACY COUNCIL, INC./ 9919							
	1920-1064	11-000-240-580-20-000-/ PRINCIPAL-TRAVEL/CONF		CF	2019SCH SAFETY WKSHP-J.FINIZIO		495.00
Total for SCHOOL SAFETY ADVOCACY COUNCIL,							\$495.00

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				INC./ 9919			
SCHOOL SPECIALTY INC./ 1323							
	1920-0447	11-190-100-610-02-000-/ GENERAL SUPPLIES		CF	INV 208123315735-SUPPL-SCH2		236.83
	1920-0633	11-190-100-610-02-000-/ GENERAL SUPPLIES		CP	INV 208123366188-SUPPL-SCH2		3.04
		11-190-100-610-02-000-/ GENERAL SUPPLIES		CF	INV 208123315778-SUPPL-SCH2		25.34
	1920-0640	11-190-100-610-02-000-/ GENERAL SUPPLIES		CF	INV 208123315744-SUPPL-SCH2		25.34
	1920-1042	11-190-100-610-02-000-/ GENERAL SUPPLIES		CF	INV 208123246581-SUPPL-SCH2		69.38
Total for SCHOOL SPECIALTY INC./ 1323							\$359.93
SCHWARTZ, BENJAMIN/ 9938							
	1920-1520	11-401-100-390-07-000-/ PURCHASED SERVICES (300-		CF	2019 MARCHING BAND		2,500.00
Total for BENJAMIN SCHWARTZ/ 9938							\$2,500.00
SCIARRILLO, CORNELL, MERLINO, MCKEEVER &/ 9056							
	1920-1056	11-000-230-331-20-000-/ LEGAL-NEGOTIATIONS		CP	INV 9909-NEGOTIATIONS-JULY 19		981.75
Total for SCIARRILLO, CORNELL, MERLINO, MCKEEVER &/ 9056							\$981.75
SHI INTERNATIONAL, CORP/ 8855							
	1920-1633	11-000-252-340-50-000-/ PURCHASED TECHNICAL SERV		CF	INV B10405804-GOGUARDIAN-1YR		9,000.00
		11-190-100-400-50-021-/ PURCHASED TECHNICAL SERV		CF	INV B10405804-GOGUARDIAN-1YR		11,599.57
Total for SHI INTERNATIONAL, CORP/ 8855							\$20,599.57
SHRUB OAK INTERNATIONAL SCHOOL, LLC/ 10190							
	1920-1494	11-000-100-567-60-000-/ TUITION PRIV-OUT STATE		CP	INV 1836-TUITION-JULY2019		19,104.00
Total for SHRUB OAK INTERNATIONAL SCHOOL, LLC/ 10190							\$19,104.00
SLUKA, STEPHEN P./ 9180							
	1920-1196	11-000-262-300-40-200-/ PURCH PROF TECH SVC		CP	INV1-FL1A-19 TRAINING-S.BENDUL		1,200.00
Total for STEPHEN P. SLUKA/ 9180							\$1,200.00
SOCIETY FOR HUMAN RESOURCE MANAGEMENT/ 9295							
	1920-1194	11-000-251-890-11-000-/ MISC EXP.-HUMAN RESOUCES		CF	INV INSH2282-SHRM MEMB-J.MURPH		184.00
Total for SOCIETY FOR HUMAN RESOURCE MANAGEMENT/ 9295							\$184.00
SOUTH BERGEN WORKERS COMPENSATION/							

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3101							
	1920-1026	11-000-291-260-10-000-/ WORKERS COMP.		CF	2019-20 WORKERS COMP		186,559.00
					Total for SOUTH BERGEN WORKERS COMPENSATION/ 3101		\$186,559.00
SPECTRUM BUSINESS/ 8777							
	1920-1011	11-000-230-530-10-722-/ TELEPHONE/COMMUNICATIONS		CP	INV 0054187081819-AUG19		150.87
					Total for TIME WARNER CABLE, LLC/ 8777		\$150.87
SPORTS TIME, INC/ 8629							
	1920-1648	11-402-100-600-08-000-/ ATHLETIC SUPPLIES		CF	INV 1903444-FTBALL SOCKS-HS		581.25
	1920-1819	11-401-100-600-07-000-/ STDNT ACT HS-SUPPLIES		CF	INV 1903493-9TH GR SHIRTS-HS		1,100.00
					Total for SPORTS TIME, INC/ 8629		\$1,681.25
STANBURY UNIFORMS, INC./ 9697							
	1920-1591	11-190-100-610-07-024-/ BAND/MUSIC SUPL		CF	INV 006122-BAND SUPPL-HS		1,361.00
					Total for STANBURY UNIFORMS, INC./ 9697		\$1,361.00
STAPLES CONTRACT & COMMERCIAL LLC/ 10222							
	1920-1374	11-190-100-610-50-021-/ TECH SUPPLIES		CF	INV JGV044-CHROMEBOOKS-MS		83,080.00
					Total for STAPLES CONTRACT & COMMERCIAL LLC/ 10222		\$83,080.00
STARLIGHT HOME CARE AGENCY, INC./ 9128							
	1920-1546	11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CF	NURSING SERV-JULY2019-IK		6,930.00
					Total for STARLIGHT HOME CARE AGENCY, INC./ 9128		\$6,930.00
STEVE WEISS MUSIC, INC./ 8879							
	1920-1595	11-190-100-610-07-024-/ BAND/MUSIC SUPL		CF	INV 921565-BAND SUPPL-HS		2,013.45
					Total for STEVE WEISS MUSIC, INC./ 8879		\$2,013.45
STEWART BUSINESS SYSTEMS, LLC/ 5920							
	1920-1034	11-190-100-340-10-000-/ PURCHASED TECHNICAL		CP	INV IN545716-XEROX-ALL SCHLS		401.40
					Total for STEWART BUSINESS SYSTEMS, LLC/ 5920		\$401.40
SUPREME CONSULTANTS LLC/ 9386							
	1920-1760	11-000-216-320-60-000-/ RELATED SERVICES		CP	INV 8677-SPEECH EVAL-AK, BK		1,500.00
		11-000-216-320-60-000-/ RELATED SERVICES		CP	INV 8643-PSYCH EVAL-LZ		750.00
		11-000-216-320-60-000-/ RELATED SERVICES		CP	INV 8675-SPEECH EVAL-LZ		750.00
		11-000-216-320-60-000-/ RELATED SERVICES		CP	INV 8673-SPEECH/EDUC/PSYCH-JL		2,250.00
		11-000-216-320-60-000-/ RELATED SERVICES		CP	INV 8674-SPEECH EVAL-MY		750.00
					Total for SUPREME CONSULTANTS LLC/ 9386		\$6,000.00

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

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Pending Payments							
TERRANOVA GROUP, INC/ 4880							
	1920-1306	20-250-100-560-60-000-/ IDEA-BASIC-TUITION		CP	INV JUL20014-CL-JULY19		7,119.00
		20-250-100-560-60-000-/ IDEA-BASIC-TUITION		CP	INV AUG20014-CL-AUG19		3,051.00
	1920-1307	20-250-100-560-60-000-/ IDEA-BASIC-TUITION		CP	INV JUL20014-EL-JULY19		7,119.00
		20-250-100-560-60-000-/ IDEA-BASIC-TUITION		CP	INV AUG20014-EL-AUG19		3,051.00
Total for TERRANOVA GROUP, INC/ 4880							\$20,340.00
THERAPRO, INC./ 8429							
	1920-1672	11-000-216-600-60-000-/ RELATED SVCS SUPPLIES		CF	IN481726-CLSRM SUPPL-CST		98.93
Total for THERAPRO, INC./ 8429							\$98.93
TOM'S SERVICE CENTER/ 8664							
	1920-1602	11-000-270-420-10-000-/ CLEANING, REPAIR, & MAIN		CP	INV 35392-BUS REPAIR-SCH1		173.70
Total for T.S.&F., INC./ 8664							\$173.70
TRAFFIC SAFETY & EQUIP. CO./ 3435							
	1920-1224	11-000-262-610-40-000-/ GENERAL SUPPLIES		CP	INV 198383-SCH SAFETY SIGNS		315.00
Total for TRAFFIC SAFETY & EQUIP. CO./ 3435							\$315.00
TUITION REIMBURSEMENT/ 2021							
	1920-1948	11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	ACOSTA CHEHIRIAN, ADA		441.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	ALASIO, HOLLY		685.41
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	BASS, CHLOE		2,056.23
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	BECHER, CARA		2,284.70
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	BERETIN, STEFANIE		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	CALLAHAN, GENEVIEVE		3,325.41
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	CEVASCO, SHANNON		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	COHN, CHRISTEN		2,167.95
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	DELUCA, CHRISTINE		1,944.99
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	DELUCA, DANA		395.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	DENTE, GIANA		2,566.23
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	EVANGELISTA, ALLISON		2,056.23
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	FUSCO, GENE		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	GALPERIN, MICHELLE		685.41
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	GIOIA, ANTHONY		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	GUERRERO, MEGAN		1,243.98
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	HERNANDEZ, MICHELE		685.41

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Pending Payments							
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	HETMAN, KATHRYN		1,730.04
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	KEEFE-MCLAUGHLIN, SUZANNE		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	KORNWEISER, GENNA		2,420.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	KOYO, MAI		1,975.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	LANE, KELLIE		2,056.23
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	LARCHEVEQUE, BRIAN		2,625.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	LEE, JANE		1,620.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	LONGOBARDI, YVETTE		2,056.23
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	LUCIANO, CYNTHIA		2,741.64
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	MAJOR, SALMA		3,427.05
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	MANGIARACINA, ARIELLE		3,427.05
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	MARQUEZ, KRISTINA		1,575.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	MCMENAMIN, KELLY		2,285.41
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	MERRYMAN, MOLLY		1,158.00
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	MIN, CLARA		685.41
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	MINUTOLO, FAITH-ANN		2,284.70
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	O'CONNELL, MARJORIE		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	OTT, ALYSIA		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	PAPAS, ANGELA		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	RAKAS, KAITLYN		3,427.05
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	ROJAS, JARITZA		3,427.05
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	SALAME, CHARLES		3,427.05
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	SCHEIMAN, ALEXANDRA		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	SCHLEMM, ZACHARY		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	SGRO, ROSA		859.98
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	SIETSMA, GABRIELLE		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	SIKORYAK, BRITTANY		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	STELTER, GENEVIEVE		1,370.82
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CP	TORTUGUL, ELISA		2,063.01
		11-000-291-280-10-000-/ TUITION REIMBURSEMENT		CF	YADA, NAKO		1,370.82
				Total for TUITION REIMBURSEMENT/ 2021			\$85,000.33
UFS PERSONNEL CORP./ 8454	1819-2208	P3-000-431-390-14-071-/ SCH 2-RENOV-OTHER	239939	CF	SCH 2-RENOV-OTHER		26,941.60
				Total for UFS PERSONNEL CORP./ 8454			\$26,941.60
UNITY SCHOOL BUS PARTS, INC/ 10226							

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Pending Payments							
	1920-1636	11-000-270-615-10-000-/ TRANSP SUPPLIES		CP	INV 0448872-IN-BUS SUPPL		306.51
		11-000-270-615-10-000-/ TRANSP SUPPLIES		CF	INV 0450141-IN-BUS SUPPL		69.95
				Total for UNITY SCHOOL BUS PARTS, INC/ 10226			\$376.46
VERIZON CONNECT NWF, INC/ 9291							
	1920-1005	11-000-270-420-10-000-/ CLEANING, REPAIR, & MAIN		CP	INV OSV000001848539-AUG2019		104.00
				Total for VERIZON CONNECT NWF, INC./ 9291			\$104.00
W.B. MASON, CO, INC/ 5255							
	1920-0460	11-190-100-610-07-000-/ GENERAL SUPPLIES		CF	INV 201869136-PAPER-HS		7,232.50
	1920-0459	11-000-251-600-10-000-/ SUPPLIES		CF	INV 201915914-PAPER-HS		2,893.00
	1920-0462	11-000-219-600-60-000-/ CST SUPPLIES		CF	INV 201868986-PAPER-CST		3,037.65
				Total for W.B. MASON, CO, INC/ 5255			\$13,163.15
WENGER CORP./ 4239							
	1920-1373	11-190-100-610-07-026-/ ORCH. SUPL		CF	INV 770164-STOOLS-HS		449.00
	1920-1351	11-190-100-610-07-024-/ BAND/MUSIC SUPL		CF	INV 769030-BAND SUPPL-HS		1,561.00
				Total for WENGER CORP./ 4239			\$2,010.00
WEST MILFORD TOWNSHIP HIGH SCHOOL/ 9978							
	1920-1855	11-402-100-800-08-000-/ OTHER OBJECTS		CF	TRACK MEET-9/28/19-HS		430.00
				Total for WEST MILFORD TOWNSHIP HIGH SCHOOL/ 9978			\$430.00
WESTPHAL WASTE SERVICES, INC./ 10201							
	1920-1610	11-000-263-610-40-000-/ GROUNDS-SUPPLIES		CF	INV 36517-DUMPSTER-SCH1		650.00
				Total for WESTPHAL WASTE SERVICES, INC./ 10201			\$650.00
WILLIAM H. SADLIER, INC./ 3108							
	1920-1616	20-501-100-640-30-000-/ N/P-TEXTBOOK		CP	INV22136-N/P-CLSRM SUPPL		6,517.00
		20-501-100-640-30-000-/ N/P-TEXTBOOK		CF	INV21001-N/P-CLSRM SUPPL		1,404.85
				Total for WILLIAM H. SADLIER, INC./ 3108			\$7,921.85
XEROX FINANCIAL SERVICES/ 8979							
	1920-1016	11-000-230-440-10-000-/ RENTAL-COPIERS		CP	INV 1730464-AUG 2019		1,073.77
		11-000-251-440-10-000-/ RENTAL-COPIERS		CP	INV 1730464-AUG 2019		489.93
		11-190-100-440-10-991-/ COPIER RENTAL- SCH 1		CP	INV 1730464-AUG 2019		880.50
		11-190-100-440-10-992-/ COPIER RENTAL- SCH 2		CP	INV 1730464-AUG 2019		880.50
		11-190-100-440-10-993-/ COPIER RENTAL-SCH 3		CP	INV 1730464-AUG 2019		880.50
		11-190-100-440-10-994-/ COPIER RENTAL-SCH 4		CP	INV 1730464-AUG 2019		1,011.40

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Pending Payments							
		11-190-100-440-10-996-/ COPIER RENTAL-MS		CP	INV 1730464-AUG 2019		880.50
		11-190-100-440-10-997-/ COPIER RENTAL-HS		CP	INV 1730464-AUG 2019		1,891.90
Total for XEROX FINANCIAL SERVICES/ 8979							\$7,989.00
YOUTH CONSULTATION SERV,CORP(YCS/ 6193							
	1920-1291	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	SINV-53206-TUITION-JUL19-ER		7,254.58
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	SINV-53206-AIDE-JUL19-ER		3,842.18
	1920-1292	11-000-100-566-60-000-/ TUITION PRIV. W/I STATE		CP	SINV-53206-TUITION-JUL19-BT		7,254.58
		11-000-217-320-60-000-/ PUR PROF -ONE TO ONE		CP	SINV-53206-AIDE-JUL19-BT		3,842.18
Total for YOUTH CONSULTATION SERVICE, CORP/ 6193							\$22,193.52
ZANER BLOSER, INC./ 3638							
	1920-1237	11-190-100-610-02-014-/ WORKBKS WHOLE LANG		CF	INV 10222157-SUPPL-SCH2		229.36
	1920-1241	11-190-100-610-02-014-/ WORKBKS WHOLE LANG		CF	INV 10222140-SUPPL-SCH2		76.45
Total for ZANER BLOSER, INC./ 3638							\$305.81
Total for Pending Payments							\$1,036,194.54

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Unposted Checks							
ATLANTIC ENGINEERING LABORATORIES, CO./ 8807							
	1819-3012	30-000-430-334-15-100-/ MS ADDITION-ARCHITECT		CP	INV 29251-MS INSPECTION	70320	475.00
					Total for ATLANTIC ENGINEERING LABORATORIES, CO./ 8807		\$475.00
BECHT ENGINEERING BT, INC./ 9739							
	1819-1676	30-000-430-334-15-100-/ MS ADDITION-ARCHITECT		CP	INV 17066315-MS#2-P4P	70321	13,500.00
					Total for BECHT ENGINEERING BT, INC./ 9739		\$13,500.00
FOWLIN, MICHAEL/ 10223							
	1920-1556	11-000-221-320-30-000-/ PRCH PROF & EDUC SVC		CF	CONVOCATION-9/4/19-M.FOWLIN	70473	1,500.00
					Total for MICHAEL FOWLIN/ 10223		\$1,500.00
POSTMASTER/ 2914							
	1920-1086	11-000-230-530-03-721-/ POSTAGE-SCH 3		CF	POSTAGE-SCH 3	70472	497.75
					Total for POSTMASTER/ 2914		\$497.75
SSP ARCHITECTURAL GROUP, INC./ 7060							
	1819-2694	30-000-430-334-15-100-/ MS ADDITION-ARCHITECT		CP	INV 50-PROJECT 8231	70322	14,775.00
					Total for SSP ARCHITECTURAL GROUP, INC./ 7060		\$14,775.00
TURNER CONSTRUCTION CO/ 9073							
	1819-2414	P3-000-430-390-15-100-/ MS ADDITION-OTH PURCH	PROJ 15061-APPL 49	CF	PROJ 150671-APPL 49	70323	25,330.00
					Total for TURNER CONSTRUCTION CO/ 9073		\$25,330.00
					Total for Unposted Checks		\$56,077.75

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 09/05/2019 at 11:34:35 AM

Fund Summary		Computer	Computer	Hand	Hand	Total
Fund Category	Sub Fund	Checks	Checks Non/AP	Checks	Checks Non/AP	Checks
10	11	\$838,084.74				\$838,084.74
10	12	\$25,204.50				\$25,204.50
10	P1	\$91,368.09				\$91,368.09
Fund 10	TOTAL	\$954,657.33				\$954,657.33
20	20	\$29,854.29				\$29,854.29
30	30	\$55,489.07				\$55,489.07
30	P3	\$52,271.60				\$52,271.60
Fund 30	TOTAL	\$107,760.67				\$107,760.67
GRAND	TOTAL	\$1,092,272.29	\$0.00	\$0.00	\$0.00	\$1,092,272.29

Chairman Finance Committee

Member Finance Committee

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0/9/9/19 BILLS OVER \$10,000

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Pending Payments							
ACADEMY CONSTRUCTION, INC./ 10162							
	1819-2724	P1-000-261-420-40-020-/ CLEAN,REPAIR,MAINT-SCH 2	1819-2724	CF	CLEAN,REPAIR,MAINT-SCH 2		15,000.00
		P1-000-261-420-40-060-/ CLEAN,REPAIR,MAINT-MS	1819-2724	CF	CLEAN,REPAIR,MAINT-MS		17,300.00
Total for ACADEMY CONSTRUCTION, INC./ 10162							\$32,300.00
CLIFFSIDE BODY CORP/ 1360							
	1819-2698	P1-000-262-730-40-000-/ B & G VEHICLES	1819-2698	CF	B & G VEHICLES		21,457.00
Total for CLIFFSIDE BODY CORP/ 1360							\$21,457.00
DA-LOR SERVICE, COMPANY, INC/ 3921							
	1920-1259	12-000-400-450-03-001-/ S#3 COMPRESSOR INSTALLS		CP	INV 12310-COOLING PARTS-SCH3		22,627.00
Total for DA-LOR SERVICE, COMPANY, INC/ 3921							\$22,627.00
GILLESPIE GROUP, INC./ 9115							
	1920-1367	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09344-LVT FLOORING-HS		16,503.24
	1920-1368	11-000-262-420-40-000-/ CLEANING/ MAINT/ REPAIR		CF	INV 09342-LVT FLOORING-SCH4		10,035.71
Total for THE GILLESPIE GROUP, INC./ 9115							\$26,538.95
HEWITT EXCAVATING, LLC/ 10161							
	1920-1485	30-000-431-450-14-070-/ SCH 2 ADDITION-CONSTR		CF	INV 1714-WTR DRAINAGE SYSTEM		25,600.00
Total for HEWITT EXCAVATING, LLC/ 10161							\$25,600.00
HOUGHTON MIFFLIN HARCOURT, INC./ 2018							
	1920-1266	11-190-100-610-30-000-/ CURRICULUM RESOURCES		CP	INV 954455706-CLSRM SUPPL		40,279.75
		11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 954458626-CLSRM SUPPL		10,888.50
	1920-1270	11-190-100-610-30-000-/ CURRICULUM RESOURCES		CF	INV 95445705-CLSRM SUPPL		28,988.60
Total for HOUGHTON MIFFLIN HARCOURT, INC./ 2018							\$80,156.85
NEWSELA, INC./ 9131							
	1920-1846	11-190-100-610-07-013-/ ENGLISH		CF	INV 52319-NEWSELA LICENSE-HS		10,220.00
Total for NEWSELA, INC./ 9131							\$10,220.00
RETHINK AUTISM, INC./ 9098							
	1920-1464	11-000-219-390-60-000-/ PUR TECH SRV		CF	INV-036497-USER ACCESS		10,923.00
Total for RETHINK AUTISM, INC./ 9098							\$10,923.00
SHI INTERNATIONAL, CORP/ 8855							
	1920-1633	11-190-100-400-50-021-/ PURCHASED TECHNICAL SERV		CF	INV B10405804-GOGUARDIAN-1YR		11,599.57
Total for SHI INTERNATIONAL, CORP/ 8855							\$11,599.57
SHRUB OAK INTERNATIONAL SCHOOL, LLC/ 10190							

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Pending Payments							
	1920-1494	11-000-100-567-60-000-/ TUITION PRIV-OUT STATE		CP	INV 1836-TUITION-JULY2019		19,104.00
					Total for SHRUB OAK INTERNATIONAL SCHOOL, LLC/ 10190		\$19,104.00
SOUTH BERGEN WORKERS COMPENSATION/ 3101							
	1920-1026	11-000-291-260-10-000-/ WORKERS COMP.		CF	2019-20 WORKERS COMP		186,559.00
					Total for SOUTH BERGEN WORKERS COMPENSATION/ 3101		\$186,559.00
STAPLES CONTRACT & COMMERCIAL LLC/ 10222							
	1920-1374	11-190-100-610-50-021-/ TECH SUPPLIES		CF	INV JGV044-CHROMEBOOKS-MS		83,080.00
					Total for STAPLES CONTRACT & COMMERCIAL LLC/ 10222		\$83,080.00
UFS PERSONNEL CORP./ 8454							
	1819-2208	P3-000-431-390-14-071-/ SCH 2-RENOV-OTHER	239939	CF	SCH 2-RENOV-OTHER		26,941.60
					Total for UFS PERSONNEL CORP./ 8454		\$26,941.60
					Total for Pending Payments		\$557,106.97

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Fort Lee Board of Education

Bills And Claims Report By Vendor Name

0/9/9/19 BILLS OVER \$10,000

va_bill5.102317
07/31/2019

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
BECHT ENGINEERING BT, INC./ 9739							
	1819-1676	30-000-430-334-15-100-/ MS ADDITION-ARCHITECT		CP	INV 17066315-MS#2-P4P	70321	13,500.00
Total for BECHT ENGINEERING BT, INC./ 9739							\$13,500.00
SSP ARCHITECTURAL GROUP, INC./ 7060							
	1819-2694	30-000-430-334-15-100-/ MS ADDITION-ARCHITECT		CP	INV 50-PROJECT 8231	70322	14,775.00
Total for SSP ARCHITECTURAL GROUP, INC./ 7060							\$14,775.00
TURNER CONSTRUCTION CO/ 9073							
	1819-2414	P3-000-430-390-15-100-/ MS ADDITION-OTH PURCH	PROJ	CF	PROJ 150671-APPL 49	70323	25,330.00
			15061-APPL 49				
Total for TURNER CONSTRUCTION CO/ 9073							\$25,330.00
Total for Unposted Checks							\$53,605.00

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Fort Lee Board of Education

Bills And Claims Report By Vendor Name

va_bill5.102317
07/31/2019

0/9/9/19 BILLS OVER \$10,000

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Run on 09/04/2019 at 03:44:11 PM

Fund Summary		Fund	Sub	Computer	Computer	Hand	Hand	Total
Category	Fund	Category	Fund	Checks	Checks Non/AP	Checks	Checks Non/AP	Checks
	10		11	\$428,181.37				\$428,181.37
	10		12	\$22,627.00				\$22,627.00
	10		P1	\$53,757.00				\$53,757.00
	Fund 10		TOTAL	\$504,565.37				\$504,565.37
	30		30	\$53,875.00				\$53,875.00
	30		P3	\$52,271.60				\$52,271.60
	Fund 30		TOTAL	\$106,146.60				\$106,146.60
	GRAND		TOTAL	\$610,711.97	\$0.00	\$0.00	\$0.00	\$610,711.97

Chairman Finance Committee

Member Finance Committee

**STAFF TRIPS AND CONFERENCES
BOARD AGENDA OF 9/9/2019**

First	Last Name	District Location	Conference	City, State	Dates	Total Cost Not to Exceed
Sharon	Amato	CO	QSAC Training	Hackensack, NJ	9/24 & 10/29/2019	\$11.84
Sharon	Amato	CO	NJPSA New Jersey Leadership Academy, Ramapo College	Mahwah, NJ	10/11, 11/19 & 12/16/2019	\$498.99
Haquisha	Taylor	CO	Bergen County Association of School Business Officials (BCASBO) Meetings	Ridgewood, NJ	9/10,10/10, 11/12/2019,1/9, 2/13,3/11,4/8 & 5/14/2020	\$156.56
Haquisha	Taylor	CO	Bergen County Association of School Business Officials (BCASBO) Meetings	Washington Township, NJ	9/19,10/17, 11/19,12/6/2019, 1/16,2/20,3/18, 4/15,5/21 & 6/17/2020	\$190.46
Diana	Davis	CST	NJSEAA Executive Committee Meetings	Oradell, NJ	9/20,10/25,11/15, 12/13/2019,1/24, 2/21,3/20 & 5/1/2020	\$0.00
Diana	Davis	CST	NJSEAA Bergen County Special Education Administrators Association Meetings	TBD	9/25,10/30,11/20, 12/18/2019,1/29, 2/26,3/25 & 5/20/2020	\$0.00
Salome	Gonzalez	S 2	Handle With Care Training	Clarksburg, NJ	9/20/2019	\$573.31
Robert	Daniello	MS	NJPSA New Jersey Leadership Academy, Ramapo College	Mahwah, NJ	10/11,11/19 & 12/16/2019	\$0.00
Solanlly	Ortega	MS	New Jersey Consortia for Excellence Through Equity, Bergen Community College	Lyndhurst, NJ	10/4,11/6,12/16/ 2019,1/6,2/5,3/16 & 5/7/2020	\$0.00
Diana	Acosta	HS	College Board Counselor Workshop, Bergen Community College	Paramus, NJ	10/4/2019	\$0.00
Gabrielle	Brown	HS	HESAA School Counselor Training, Bergen Community College	Lyndhurst, NJ	10/16/2019	\$0.00
Laura	Caddell	HS	ACT College and Career Readiness Workshop	Saddle Brook, NJ	10/11/2019	\$0.00
Stephen	Dominguez	HS	New Jersey Consortia for Excellence Through Equity, Bergen Community College	Lyndhurst, NJ	10/4,11/6,12/16/ 2019,1/6,2/5,3/16 & 5/7/2020	\$0.00
Stephen	Dominguez	HS	New York Comic Con, Javits Center	New York, NY	10/3 & 10/4/2019	\$0.00
Tara	Lawlor	HS	HESAA School Counselor Training, Bergen Community College	Lyndhurst, NJ	10/16/2019	\$0.00
Peter	Vilardi	HS	NJPSA/FEA, The Principal/AP/VP's Survival Workshop	Saddle Brook, NJ	10/4/2019	\$0.00
TOTAL						\$1,431.16

Fort Lee Board of Education

Unique Position Code Report - By Position Code

Active Employees

vr_upc2.120413
09/09/2019

* Pos. Code	Position Description	UPC FTE	Emp Sal			
Emp# Name	Loc Dept	Primary Job Title	or Proj Sal	%	or \$	Calc Amount
00-0100-05 VACANT	Unused Sick Payment	1.00				
			11-120-100-299-10-000-	0.00	100.00	0.00
00-0100-12 VACANT	Unused Sick Payment	1.00				
			11-190-100-299-10-000-	0.00	100.00	0.00
00-0100-27 VACANT	Unused Sick Payment	1.00				
			11-240-100-299-10-000-	0.00	100.00	0.00
00-0100-28 VACANT	Co-Curricular Stipends	1.00				
			11-401-100-100-00-000-	0.00	100.00	0.00
00-0100-29 VACANT	Athletic Stipends	1.00				
			11-402-100-100-00-000-	0.00	100.00	0.00
00-0100-30 VACANT	Summer School Teacher Salaries	1.00				
			11-422-100-101-00-000-	0.00	100.00	0.00
00-0100-31 VACANT	Summer School Aide Salaries	1.00				
			11-422-100-106-00-000-	0.00	100.00	0.00
00-0102-01	Superintendent	1.00				
6565 ROTA, KENNETH	CO D001	Superintendent	11-000-230-100-00-000-	195,000.00	100.00	0.00
00-0112-01	Business Administrator	1.00				
6661 TAYLOR, HAQQUISHA	CO 001	Bus Administrator	11-000-251-100-00-000-	163,950.00	100.00	0.00
00-0122-01	Assistant Business Administrator	1.00				
6571 CRAWLEY, PETER	CO D001	ASST. BUS ADMINISTRA	11-000-251-100-00-000-	100,430.00	100.00	0.00
00-0216-01 VACANT	Related Services Outside Salaries	1.00				
			11-000-216-320-60-000-	0.00	100.00	0.00
00-0219-01 VACANT	Unused Sick Days Payment	1.00				
			11-000-219-299-10-000-	0.00	100.00	0.00
00-0221-01 VACANT	Other Professional Salaries	1.00				
			11-000-221-104-00-000-	0.00	100.00	0.00
00-0223-01 VACANT	Mentor Stipends	1.00				
			11-000-223-110-00-000-	0.00	100.00	0.00
00-0230-01 VACANT	Substitutes Secretary Supt Office Salary	1.00				
			11-000-230-100-00-200-	0.00	100.00	0.00
00-0240-02 VACANT	Unused Vacation Payments	1.00				
			11-000-240-199-10-000-	0.00	100.00	0.00
00-0251-01 VACANT	Unused Vacation Payments	1.00				
			11-000-251-199-10-000-	0.00	100.00	0.00
00-0262-03	Unused Cust/Maint Vacation Payment	1.00				

Fort Lee Board of Education

Unique Position Code Report - By Position Code

Active Employees

vr_upc2.120413

09/09/2019

* Pos. Code	Position Description			UPC FTE Primary			Emp Sal or Proj Sal	%	or \$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #						
00-0262-03 VACANT	Unused Cust/Maint Vacation Payment		1.00	11-000-262-199-00-000-		0.00	100.00			0.00
00-0291-01 VACANT	Social Security		1.00	11-000-291-220-10-000-		0.00	100.00			0.00
00-0291-02 VACANT	PERS Retirement		1.00	11-000-291-241-10-000-		0.00	100.00			0.00
00-0291-08 VACANT	Unused Sick Payment		1.00	11-000-291-299-10-000-		0.00	100.00			0.00
00-0300-01	Supervisor Curriculum and Instruction		1.00							
6578 CARLOR, MICHELE	CO	001	ADMIN-FLAT SALARY	11-000-221-102-00-000-		98,367.00	100.00			0.00
00-0300-02	Supervisor Curriculum and Instruction		1.00							
5615 COLLAZO-BAKER, DIANE	CO	D001	ADMIN-FLAT SALARY	11-000-221-102-00-000-		121,041.00	100.00			0.00
00-0300-03	Supervisor Curriculum and Instruction		1.00							
7033 BITAR, MARK	CO	D100	ADMIN-FLAT SALARY	11-000-221-102-00-000-		92,000.00	100.00			0.00
00-0500-01	Director of Curriculum and Instruction		1.00							
4604 AMATO, SHARON	CO	D001	DIR. OF CURRICULUM	11-000-230-100-00-000-		178,950.00	100.00			0.00
00-0506-01	Director of School Counseling		1.00							
6452 CARRUBBA, LAUREN	HS	D700	ADMIN-FLAT SALARY	11-000-240-103-00-010-		147,349.00	100.00			0.00
00-0507-01	Director of Human Resources		1.00							
6632 CANGIALOSI-MURPHY, JAIME	CO	D001	Director of HR	11-000-251-100-00-000-		132,720.00	100.00			0.00
00-0524-01	Director of Special Services		1.00							
6641 DAVIS, DIANA	CST	900	DIR SPECIAL ED	11-000-240-103-00-010-		141,017.00	100.00			0.00
00-9000-01	Treasurer of Schools		1.00							
6533 HANGLEY, CHARLES	CO	D001	TREASURER OF SCHOOLS\$	11-000-230-110-00-710-		7,500.00	100.00			0.00
00-9001-01	Supervisor of Bldgs, Grnds & Security		1.00							
6507 BENDUL, SCOTT	CO	D001	SUPERVISOR OF B & G	11-000-262-100-00-000-		120,230.00	75.00			0.00
				11-000-266-100-00-000-			25.00			0.00
00-9001-02	Supervisor of New Construction		1.00							
5156 DENICHILO, JACK	CO	D001	SUPERVISOR-B&G	11-000-261-100-00-000-		112,580.00	100.00			0.00
00-9002-01	Office Manager		1.00							
5549 AITKEN, SUSAN	CO	D001	SECRETARY-NON UNION	11-000-230-100-00-100-		80,062.00	100.00			0.00
00-9003-01	District Technology Coordinator		1.00							
5237 RUGGIERO, JASON	HS	D700	TECH COOR.	11-000-222-177-00-000-		118,050.00	100.00			0.00
00-9005-01	Human Resources Officer		1.00							
5635 GIL, TAMMI-ANN	CO	D001	Human Resource Offic	11-000-251-100-00-000-		85,115.00	100.00			0.00

Fort Lee Board of Education

Unique Position Code Report - By Position Code

Active Employees

vr_upc2.120413

09/09/2019

* Pos. Code	Position Description	UPC FTE	Emp Sal				Emp Sal				
		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
00-9030-01	IT Lead Technician	1.00									
5873 ALKHAZOV, DMITRIY	HS	D700	Technician	11-000-252-100-00-000-		49,272.00	100.00				0.00
00-9031-01	IT Network Specialist	1.00									
6379 MAYER, JOHN	HS	D700	Technician	11-000-252-100-00-000-		67,571.00	100.00				0.00
00-9032-01	IT Technician	1.00									
6712 COSCIA, NICHOLAS	HS	700	Technician	11-000-252-100-00-000-		35,343.00	100.00				0.00
00-9032-02	IT Technician	1.00									
6618 SKRIVANIC, FRANKIE	HS	700	Technician	11-000-252-100-00-000-		36,060.00	100.00				0.00
00-9300-01	Secretary Central Office	1.00									
4626 VARELA, MARIA	CO	D001	SECRETARY-12 MONTH	11-000-262-100-00-100-		60,660.00	100.00				0.00
00-9300-02	Secretary Confidential	1.00									
6468 ALCON, MARGARET	CO	001	SECRETARY-NON UNION	11-000-230-100-00-100-		56,393.00	100.00				0.00
00-9300-03	Secretary Conf - Bookkeeper Payroll	1.00									
6563 ALFARO, SILVIA	CO	D001	TRANS/FOOD SER COORD	11-000-251-100-00-000-		56,000.00	100.00				0.00
00-9300-04	Secretary Confidential	1.00									
6957 ORTIZ, MARTA	CO	D001	SECRETARY-NON UNION	11-000-251-100-00-100-		56,650.00	100.00				0.00
00-9300-17	Secretary School CST	1.00									
4415 CERNY, NADINE	CST	D901	SECRETARY-12 MONTH	11-000-219-105-00-000-		60,660.00	100.00				0.00
00-9300-18	Secretary School CST	1.00									
4443 TIMPONE, SONJA	CST	D901	SECRETARY-12 MONTH	11-000-219-105-00-000-		61,660.00	100.00				0.00
00-9300-23	Secretary Specialist Student Regist.	1.00									
4451 FRATE, CAROL	CO	D001	SECRETARY-NON UNION	11-000-211-100-00-000-		56,910.00	100.00				0.00
00-9301-01	Coordinator Transportation & Food Serv.	1.00									
VACANT				11-000-270-161-00-000-		50,000.00	100.00				50,000.00
00-9301-02	Coordinator Payroll	1.00									
6622 ALOMAR, MARILYN	CO	D001	SECRETARY-NON UNION	11-000-251-100-00-000-		62,830.00	100.00				0.00
00-9301-03	Coordinator Accounting	1.00									
6997 RODRIGUEZ, JANA E	CO	001	SECRETARY-NON UNION	11-000-251-100-00-000-		57,000.00	100.00				0.00
00-9401-01	Bus Aide Part Time	0.50									
6670 DADON, YVETTE	CO	CO	Bus Aide	11-000-270-161-00-000-		0.00	100.00				0.00
00-9401-02	Bus Aide Part Time	0.50									
6259 LAZO, EDWIN	CO	003	Bus Aide	11-000-270-161-00-000-		0.00	100.00				0.00
00-9401-03	Bus Aide Part Time	0.50									
6603 ROSARIO, MIGUELINA	CO	D001	Bus Aide	11-000-270-161-00-000-		0.00	100.00				0.00
00-9401-04	Bus Aide Part Time	0.50									

Fort Lee Board of Education

Unique Position Code Report - By Position Code

Active Employees

vr_upc2.120413

09/09/2019

* Pos. Code	Position Description			UPC FTE Primary			Emp Sal or Proj Sal	%	or \$	Calc Amount
Emp# Name		Loc	Dept	Job Title	Account #					
00-9401-04	Bus Aide Part Time			0.50						
5961 PELLETIER, ROSA		CO	CO	Bus Aide	11-000-270-161-00-000-	0.00	100.00			0.00
00-9402-01	Bus Driver			1.00						
6931 SALAZAR, CARLOS		CO	D001	BUS DRIVER SALARY	11-000-270-161-00-000-	27,820.00	100.00			0.00
00-9402-02	Bus Driver			1.00						
6681 CESPEDES, ANA		CO	001	BUS DRIVER SALARY	11-000-270-161-00-000-	27,820.00	100.00			0.00
00-9402-03	Bus Driver			1.00						
6943 FERNANDEZ, BLANCA		CO	D001	BUS DRIVER SALARY	11-000-270-161-00-000-	27,820.00	100.00			0.00
00-9402-04	Bus Driver			1.00						
6248 PURAN, TAISHNAUTH		CO	D003	BUS DRIVER SALARY	11-000-270-161-00-000-	27,820.00	100.00			0.00
00-9402-05	Bus Driver			1.00						
6022 RODRIGUEZ, NIEVES		CO	D003	BUS DRIVER SALARY	11-000-270-161-00-000-	27,820.00	100.00			0.00
00-9402-06	Bus Driver			1.00						
6944 GONZALEZ, NOEMY		CO	D001	BUS DRIVER SALARY	11-000-270-161-00-000-	27,820.00	100.00			0.00
00-9402-07	Bus Driver			1.00						
7038 ROSERO, YANETH		CO	D001	BUS DRIVER SALARY	11-000-270-161-00-000-	27,820.00	100.00			0.00
00-9403-01	Maintenance			1.00						
4744 SANCHEZ, RAUL		881	881	CUSTODIANS MAINT	11-000-261-100-00-010-	77,122.00	14.00			0.00
					11-000-261-100-00-020-		12.00			0.00
					11-000-261-100-00-030-		10.00			0.00
					11-000-261-100-00-040-		12.00			0.00
					11-000-261-100-00-060-		16.00			0.00
					11-000-261-100-00-070-		36.00			0.00
00-9403-02	Maintenance			1.00						
6463 VARELA, ULYSSES		881	881	CUSTODIANS MAINT	11-000-261-100-00-010-	69,239.00	14.00			0.00
					11-000-261-100-00-020-		12.00			0.00
					11-000-261-100-00-030-		10.00			0.00
					11-000-261-100-00-040-		12.00			0.00
					11-000-261-100-00-060-		16.00			0.00
					11-000-261-100-00-070-		36.00			0.00
00-9404-01	Residency Investigator Part Time			0.50						
6170 THOMPSON, STEVEN		CO	D001	Reg Investigator	11-000-211-100-00-000-	0.00	100.00			0.00
00-9404-02	School Security Officer			0.87						
5676 CONWAY, GERALD		CO	D001	School Security Off	11-000-266-100-00-000-	0.00	100.00			0.00
00-9404-03	School Security Officer			0.87						
6714 SMITH, ANTHONY		CO	001	School Security Off	11-000-266-100-00-000-	0.00	100.00			0.00

Fort Lee Board of Education

Unique Position Code Report - By Position Code

Active Employees

vr_upc2.120413

09/09/2019

* Pos. Code	Position Description			UPC FTE Primary			Emp Sal or Proj Sal	%	or \$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #						
00-9404-04	School Security Officer			0.87						
6713 BUDA, VINCENT	CO	001	School Security Off	11-000-266-100-00-000-			0.00	100.00		0.00
00-9999-01	Suspended Holding Place			1.00						
4793 SIDORSKY, HOWARD	MS	D600	TEACHERS MA	11-213-100-101-00-000-			106,029.00	100.00		0.00
01-0000-01	Temporary Leave Replacement Teacher			1.00						
6911 TARABOKIJA, SANDRA	01	D100		11-120-100-101-00-000-			0.00	100.00		0.00
01-0000-02	Temporary Leave Replacement Teacher			1.00						
6973 MILLER, KATHLEEN	01	100	TEACHERS BA	11-110-100-101-00-000-			56,030.00	100.00		0.00
01-0000-03	Temporary Leave Replacement Teacher			1.00						
VACANT					11-120-100-101-00-000-		56,030.00	100.00		56,030.00
01-0000-04	Temporary Leave Replacement Teacher			1.00						
6458 SAID, MERVET	01	D100	TEACHERS BA	11-120-100-101-00-000-			0.00	100.00		0.00
01-0231-01	Principal			1.00						
5291 GIACOMELLI, ROSEMARY	01	100	ADMIN-FLAT SALARY	11-000-240-103-00-000-			170,107.00	100.00		0.00
01-1000-01	Teacher Grade 1			1.00						
4084 BRITTON, BARBARA	01	D100	TEACHERS MA + 30	11-120-100-101-00-000-			111,065.00	100.00		0.00
01-1000-02	Teacher Grade 1			1.00						
5835 CHEVALIER, STEPHANIE	01	100	TEACHERS BA	11-120-100-101-00-000-			70,730.00	100.00		0.00
01-1000-03	Teacher Grade 1			1.00						
5188 ELEFTERIOU, KRISTEN	01	D100	TEACHERS BA + 20	11-120-100-101-00-000-			104,379.00	100.00		0.00
01-1000-04	Teacher Grade 1			1.00						
4841 WARSCHUN, STACEY	01	100	TEACHERS BA	11-120-100-101-00-000-			100,975.00	100.00		0.00
01-1000-07	Teacher Grade 1			1.00						
6905 APICE, AMANDA	01	100	TEACHERS BA	11-120-100-101-00-000-			56,530.00	100.00		0.00
01-1000-16	Teacher Grade 1			1.00						
6898 MARINO, DANIELLE	01	D100	TEACHERS BA	11-120-100-101-00-000-			56,530.00	100.00		0.00
01-1001-02	Teacher Gifted and Talented			1.00						
4320 OSSO, ELSA	03	300	TEACHERS MA + 60	11-120-100-101-00-000-			114,652.00	50.00		0.00
					11-130-100-101-00-000-			50.00		0.00
01-1002-01	Teacher Grade 2			1.00						
6285 HOLMAN, STEFANIE	01	D100	TEACHERS BA	11-120-100-101-00-000-			58,230.00	100.00		0.00
01-1002-02	Teacher Grade 2			1.00						
5655 FINDANIS, ANASTASIA	01	D100	TEACHERS MA	11-120-100-101-00-000-			78,230.00	100.00		0.00
01-1002-03	Teacher Grade 2			1.00						
5076 PILLARI, ANNAMARIA	01	D100	TEACHERS MA	11-120-100-101-00-000-			84,030.00	100.00		0.00

Fort Lee Board of Education

Unique Position Code Report - By Position Code

Active Employees

vr_upc2.120413
09/09/2019

* Pos. Code	Position Description	UPC FTE	Emp Sal				Emp Sal			Calc Amount
Emp# Name	Loc Dept	Primary Job Title	or Proj Sal	%	or \$	Account #				
01-1002-04	Teacher Grade 2	1.00								
6309 MENDOZA, JANINE	01 D100	TEACHERS MA	66,230.00	100.00		11-120-100-101-00-000-			0.00	
01-1003-04	Teacher Kindergarten	1.00								
5533 MIRKOVIC, AMY	01 D100	TEACHERS MA	80,730.00	100.00		11-110-100-101-00-000-			0.00	
01-1003-06	Teacher Kindergarten	1.00								
6318 SOLIMANO, MARGOT	01 D100	TEACHERS BA + 20	64,730.00	100.00		11-110-100-101-00-000-			0.00	
01-1003-09	Teacher Kindergarten	1.00								
6431 AGRAPIDIS, CHRISTINA	01 D100	TEACHERS MA	61,630.00	100.00		11-110-100-101-00-000-			0.00	
01-1003-13	Teacher Kindergarten Inclusion	1.00								
6023 AVELLA, MICHELE	01 D100	TEACHERS MA	68,730.00	100.00		11-110-100-101-00-000-			0.00	
01-1003-15	Teacher Kindergarten	1.00								
5921 MENDOZA, GALO	01 D100	TEACHERS MA	74,230.00	100.00		11-110-100-101-00-000-			0.00	
01-1004-01	Teacher Grade 4	1.00								
4334 ACCETTA, CHRISTINE	01 D100	TEACHERS MA + 40	112,166.00	100.00		11-120-100-101-00-000-			0.00	
01-1004-02	Teacher Grade 4	1.00								
5492 PURRITANO, JILL	01 D100	TEACHERS BA	95,730.00	100.00		11-120-100-101-00-000-			0.00	
01-1004-03	Teacher Grade 4	1.00								
6555 LEE, SEUNG HOA	01 100	TEACHERS BA	56,030.00	100.00		11-120-100-101-00-000-			0.00	
01-1004-04	Teacher Grade 4	1.00								
5662 HERNANDEZ, NATASHA	01 D100	TEACHERS MA + 60	84,230.00	100.00		11-120-100-101-00-000-			0.00	
01-1004-15	Teacher Grade 4	1.00								
6125 DA SILVA, DIANE	01 D100	TEACHERS MA	68,730.00	100.00		11-120-100-101-00-000-			0.00	
01-1007-01	Teacher Grade 3 Inclusion	1.00								
7005 SAPERAS, JENNIFER	01 D100	TEACHERS MA	71,430.00	100.00		11-120-100-101-00-000-			0.00	
01-1007-05	Teacher Grade 3	1.00								
6247 RAKAS, KAITLYN	01 D100	TEACHERS BA	60,230.00	100.00		11-120-100-101-00-000-			0.00	
01-1007-06	Teacher Grade 3	1.00								
4865 SOHN, CORY	01 D100	TEACHERS BA + 10	92,980.00	100.00		11-120-100-101-00-000-			0.00	
01-1007-09	Teacher Grade 3	1.00								
5848 SIMONE-OSSO, KAREN	01 D100	TEACHERS MA	68,730.00	100.00		11-120-100-101-00-000-			0.00	
01-1200-01	Teacher Art	1.00								
6315 SUH, FRANCESCA	01 D100	TEACHERS BA	62,730.00	20.00		11-110-100-101-00-000-			0.00	
				80.00		11-120-100-101-00-000-			0.00	
01-1408-01	Teacher Basic Skills LAL	1.00								
4756 STANZIONE, KATHY	01 D100	TEACHERS MA + 60	114,652.00	100.00		11-230-100-101-00-000-			0.00	

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Emp# Name	Loc	Dept	Job Title	Account #					
01-1411-01	Teacher Reading			1.00					
4977 COSTA, BARBARA	01	D100	TEACHERS MA + 60	11-120-100-101-00-000-		98,230.00	100.00		0.00
01-1485-01	Teacher ESL			1.00					
5713 BAKIAN, MARIELLE	01	D100	TEACHERS MA	11-240-100-101-00-000-		78,230.00	100.00		0.00
01-1485-02	Teacher ESL			1.00					
6461 BROGAN, MIYOUNG	01	100	TEACHERS MA	11-240-100-101-00-000-		61,630.00	100.00		0.00
01-1486-03	Teacher Bilingual Korean Grades K-6			1.00					
5101 BAEK, OCKJOO	01	D100	TEACHERS MA + 20	11-240-100-101-00-000-		109,388.00	100.00		0.00
01-1486-06	Teacher Bilingual Spanish Grades K-6			1.00					
5241 GIANDOMENICO, JOSEPHINE	01	D100	TEACHERS MA + 10	11-240-100-101-00-000-		89,230.00	100.00		0.00
01-1550-01	Teacher World Language (Spanish)			1.00					
5113 TEITELBAUM, CHRISTINE	04	D100	TEACHERS MA + 60	11-120-100-101-00-000-		98,230.00	100.00		0.00
01-1630-01	Teacher Physical and Health Education			1.00					
6329 MONTORIO, EZIO	01	D100	TEACHERS BA	11-110-100-101-00-000- 11-120-100-101-00-000-		56,930.00	20.00 80.00		0.00 0.00
01-1904-02	Teacher Basic Skills Math			0.60					
6432 GAUGER, KRISTEN	01	D100	TEACHERS MA	11-230-100-101-00-000-		33,613.00	100.00		0.00
01-2100-01	Teacher Music			1.00					
5251 HERNANDEZ, LISANDRA	01	100	TEACHERS MA	11-110-100-101-00-000- 11-120-100-101-00-000- 11-130-100-101-00-000-		88,230.00	14.29 71.42 14.29		0.00 0.00 0.00
01-2400-07	Teacher Special Education Resource			1.00					
6579 MARCELLI, DEANNA	01	D100	TEACHERS BA	11-213-100-101-00-000-		58,230.00	100.00		0.00
01-2400-10	Teacher Special Education Resource			1.00					
6936 KAROUTSOS, JESSICA	01	D100	TEACHERS MA	11-213-100-101-00-000-		61,630.00	100.00		0.00
01-2412-01	Teacher Special Education Inclusion			1.00					
6234 CORCIONE, ANNMARIE	01	D100	TEACHERS MA	11-213-100-101-00-000-		68,730.00	100.00		0.00
01-2412-02	Teacher Special Education Inclusion			1.00					
6101 GROSSMANN, AMY	01	D100	TEACHERS MA + 10	11-213-100-101-00-000-		72,430.00	100.00		0.00
01-2412-03	Teacher Special Education Inclusion			1.00					
6587 SIKORYAK, BRITTANY	01	D100	TEACHERS BA	11-213-100-101-00-000-		58,230.00	100.00		0.00
01-2412-04	Teacher Special Education Inclusion			1.00					
6260 REINSORF, JONATHAN	01	D100	TEACHERS MA + 10	11-213-100-101-00-000-		67,230.00	100.00		0.00
01-3101-01	School Counselor			1.00					
4679 BUONOMO, MARISA	01	D100	TEACHERS MA	11-000-218-104-00-000-		108,029.00	100.00		0.00

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Emp# Name	Loc	Dept	Job Title	Account #					
01-3105-01	Library Media Specialist			1.00					
6235 CIRONE, ERIKA	01	D100	TEACHERS MA	11-000-222-100-00-000-		61,630.00	100.00		0.00
01-3111-01	Occupational Therapist			1.00					
5966 SCHRAMM, MICHELLE	01	D100	TEACHERS MA	11-000-216-100-00-000-		106,029.00	100.00		0.00
01-3114-01	School Nurse			1.00					
6523 EGLOFF, ARIANNA	01	D100	TEACHERS BA + 20	11-000-213-100-00-000-		60,230.00	100.00		0.00
01-3118-01	Learning Disabilities Teacher Consultant			1.00					
5899 DEMAIO-CAN, CARMELA	01	D100	TEACHERS MA	11-000-219-104-00-000-		71,430.00	100.00		0.00
01-3120-01	Speech Language Specialist			1.00					
6942 CARNEY, LAUREN	01	D100	TEACHERS MA	11-000-216-100-00-000-		71,430.00	100.00		0.00
01-9101-05	Instructional Aide Grade 3 Resource			1.00					
6437 GUEVARA, MARIE	01	D100	CLASS AIDE NO DEGREE	11-213-100-106-00-000-		26,589.00	100.00		0.00
01-9101-10	Personal Aide Grade 4 Inclusion 2:1			1.00					
5941 HOBEIKA, DORIS	01	D100	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00		0.00
01-9101-107	Personal Aide Grade 4 Inclusion 1:1			0.83					
6994 BUSSANICH, JENNY	01	D100	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00		0.00
01-9101-14	Instructional Aide Grade 4 Resource			1.00					
6236 VINCENTI, MARY	01	D100	CLASS AIDE NO DEGREE	11-213-100-106-00-000-		26,589.00	100.00		0.00
01-9101-19	Personal Aide Grade K Inclusion 2:1			1.00					
5170 CUOMO, EVELYN	01	100	CLASS AIDE NO DEGREE	11-000-217-100-00-000-		26,589.00	100.00		0.00
01-9101-23	Instructional Aide Grade 2 Inclusion			0.83					
6858 FOTI, CHRISTINA	01	D001	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-		21,906.00	100.00		0.00
01-9101-24	Instructional Aide Grade 1 Inclusion			0.83					
VACANT					11-213-100-106-00-000-	21,019.75	100.00		21,019.75
01-9101-27	Personal Aide Grade 2 Inclusion 1:1			0.83					
6846 KHATCHADOURIAN, NATALIE	01	100	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,906.00	100.00		0.00
01-9101-29	Instructional Aide Grade K Inclusion			1.00					
4678 RIPOLI, NANCY	01	100	AIDE PRIOR 1999-NO	11-213-100-106-00-000-		44,264.00	100.00		0.00
01-9101-33	Personal Aide Grade 3 Resource 2:1			1.00					
6155 SOUSSA, KENNETH	01	D100	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00		0.00
01-9101-41	Instructional Aide Physical Education			0.83					
7032 D'ERCOLE, ALYSSA	01	D100	CLASSROOM AIDE DEGRE	11-190-100-106-00-000-		21,019.00	100.00		0.00
01-9101-68	Instructional Aide Grade 4 Inclusion			1.00					
4892 MILGRAM, GREGG	01	D100	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-		30,560.00	100.00		0.00
01-9101-71	Instructional Aide Grade 3 Inclusion			1.00					

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Emp# Name	Loc Dept	Primary Job Title	or Proj Sal	Account #	%	or \$	Calc Amount			
01-9101-71	Instructional Aide Grade 3 Inclusion	1.00								
6122 PASTENA, KATHLEEN	01 D100	CLASS AIDE NO DEGREE	26,589.00	11-213-100-106-00-000-	100.00		0.00			
01-9101-72	Instructional Aide Grade 2 Inclusion	1.00								
5773 KELLAS, KIM	01 D100	CLASSROOM AIDE DEGRE	30,560.00	11-213-100-106-00-000-	100.00		0.00			
01-9101-73	Instructional Aide Grade 4 Resource	1.00								
6094 TROVATO, JUDITH	01 D100	CLASS AIDE NO DEGREE	26,589.00	11-213-100-106-00-000-	100.00		0.00			
01-9101-75	Instructional Aide Grade 2 Inclusion	1.00								
5969 COOPER, LAURA	01 D100	CLASS AIDE NO DEGREE	26,589.00	11-213-100-106-00-000-	100.00		0.00			
01-9101-99	Personal Aide Grade 4 Resource 2:1	0.83								
6854 IGLESIAS, LUISE	01 D100	CLASSROOM AIDE DEGRE	21,019.00	11-000-217-100-00-000-	100.00		0.00			
01-9300-05	Secretary School	1.00								
5364 O'BRIEN, IRENE	01 101	SECRETARY-12 MONTH	45,539.00	11-000-240-105-00-000-	100.00		0.00			
01-9300-13	Secretary School	1.00								
6319 VENIZELOS, MARY	01 D100	SECRETARY-12 MONTH	51,539.00	11-000-240-105-00-000-	100.00		0.00			
01-9400-01	Custodian	1.00								
4888 DELUISE, DARRELL	161 D161	CUSTODIANS CUST	66,697.00	11-000-262-100-00-000-	100.00		0.00			
01-9400-02	Custodian	1.00								
5833 DUFFY, ANTHONY	161 D161	CUSTODIANS CUST	59,414.00	11-000-262-100-00-000-	100.00		0.00			
02-0000-01	Temporary Leave Replacement Teacher	1.00								
6970 MAHTANI, MEETA	02 D200	TEACHERS BA	0.00	11-110-100-101-00-000-	100.00		0.00			
02-0231-02	Principal	1.00								
6675 BRENNAN, JOHN	02 D200	ADMIN-FLAT SALARY	123,600.00	11-000-240-103-00-000-	100.00		0.00			
02-1000-05	Teacher Grade 1	1.00								
5544 FIORITA, DINA	02 D200	TEACHERS MA	80,730.00	11-120-100-101-00-000-	100.00		0.00			
02-1000-06	Teacher Grade 1	1.00								
4321 ZOLL, CHERYL	02 D200	TEACHERS MA + 60	114,652.00	11-120-100-101-00-000-	100.00		0.00			
02-1001-01	Teacher Gifted & Talented	1.00								
6593 FOX COLLIER, MAURA	04 D400	TEACHERS BA + 20	75,930.00	11-120-100-101-00-000-	50.00		0.00			
				11-130-100-101-00-000-	50.00		0.00			
02-1002-05	Teacher Grade 2	1.00								
5361 BELMONTE, RENEE	02 D200	TEACHERS BA	73,930.00	11-120-100-101-00-000-	100.00		0.00			
02-1002-07	Teacher Grade 2	1.00								
6524 LEE, JANE	02 200	TEACHERS MA	61,630.00	11-120-100-101-00-000-	100.00		0.00			
02-1003-01	Teacher Kindergarten	1.00								
6475 MIN, CLARA	02 D200	TEACHERS MA + 20	63,630.00	11-110-100-101-00-000-	100.00		0.00			

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
02-1003-07	Teacher Kindergarten	1.00									
6034 MILGRAM, SAMANTHA	02	D200	TEACHERS BA	11-110-100-101-00-000-		62,730.00	100.00				0.00
02-1003-08	Teacher Kindergarten	1.00									
6071 RODRIGUEZ, KRISTINE	02	D200	TEACHERS MA	11-110-100-101-00-000-		66,230.00	100.00				0.00
02-1004-05	Teacher Grade 4	1.00									
5776 ARFUSO, CATHERINE	02	D200	TEACHERS BA	11-120-100-101-00-000-		73,930.00	100.00				0.00
02-1004-06	Teacher Grade 4	1.00									
5598 MOTTERSHEAD, MICHAEL	02	D200	TEACHERS MA	11-120-100-101-00-000-		80,730.00	100.00				0.00
02-1004-14	Teacher Grade 4	1.00									
7015 RITTNER, STEPHANIE	02	D200	TEACHERS MA	11-120-100-101-00-000-		60,330.00	100.00				0.00
02-1007-07	Teacher Grade 3	1.00									
5722 KARAM, ELISA	02	200	TEACHERS MA	11-120-100-101-00-000-		78,230.00	100.00				0.00
02-1007-08	Teacher Grade 3	1.00									
5466 HONG, JOANNE	02	200	TEACHERS MA	11-120-100-101-00-000-		106,029.00	100.00				0.00
02-1007-14	Teacher Grade 3	1.00									
5483 KIM, MONIQUE	02	D200	TEACHERS MA + 20	11-120-100-101-00-000-		82,730.00	100.00				0.00
02-1200-02	Teacher Art	1.00									
5555 WEST, CORINNE	02	D200	TEACHERS MA + 10	11-110-100-101-00-000-		79,230.00	20.00				0.00
				11-120-100-101-00-000-			80.00				0.00
02-1408-05	Teacher Intervention LAL	1.00									
6594 DI BARTOLO, RACHEL	02	D200	TEACHERS MA	20-231-100-101-00-002-		61,630.00	100.00				0.00
02-1411-02	Teacher Reading	1.00									
4356 DEADY, TARA	02	D200	TEACHERS MA	20-250-100-101-00-100-		106,029.00	100.00				0.00
02-1485-03	Teacher ESL	1.00									
4500 SGRO, ROSE	02	200	TEACHERS MA + 30	11-240-100-101-00-000-		95,230.00	100.00				0.00
02-1486-02	Teacher Bilingual Korean Biology	1.00									
4740 HAN, KRISTIE	02	D200	TEACHERS MA	11-240-100-101-00-000-		106,029.00	100.00				0.00
02-1630-02	Teacher Physical and Health Education	1.00									
6634 MATTESSICH, BRIANNA	02	D200	TEACHERS BA	11-110-100-101-00-000-		56,530.00	20.00				0.00
				11-120-100-101-00-000-			80.00				0.00
02-1904-04	Teacher Basic Skills	1.00									
4575 DAWSON, MICHELLE	02	D200	TEACHERS MA + 20	11-230-100-101-00-000-		97,980.00	100.00				0.00
02-2100-03	Teacher Music	1.00									
5729 RUTKOVSKY, OLEG	04	D400	TEACHERS MA	11-110-100-101-00-000-		78,230.00	14.29				0.00
				11-120-100-101-00-000-			71.42				0.00

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Emp# Name	Loc	Dept	Job Title	1.00	Account #					
02-2100-03	Teacher Music			1.00						
5729 RUTKOVSKY, OLEG	04	D400	TEACHERS MA		11-130-100-101-00-000-	78,230.00	14.29			0.00
02-2100-04	Teacher Music			1.00						
6834 MCMAHON, SARAH	02	D200	TEACHERS BA		11-110-100-101-00-000-	56,530.00	14.29			0.00
					11-120-100-101-00-000-		71.42			0.00
					11-130-100-101-00-000-		14.29			0.00
02-2401-01	Teacher Special Education ASD			1.00						
6308 LEMBO, ELIZABETH	02	D200	TEACHERS MA		11-214-100-101-00-000-	66,230.00	100.00			0.00
02-2401-02	Teacher Special Education ASD			1.00						
6940 PECORA, AMANDA	02	D200	TEACHERS MA		11-214-100-101-00-000-	60,330.00	100.00			0.00
02-2401-03	Teacher Special Education PreK ASD			1.00						
6493 SIETSMA, GABRIELLE	02	D200	TEACHERS BA + 20		11-216-100-101-00-000-	60,230.00	100.00			0.00
02-2401-05	Teacher Special Education ASD			1.00						
6908 BECHER, CARA	02	D200	TEACHERS BA		11-214-100-101-00-000-	56,030.00	100.00			0.00
02-2401-06	Teacher Special Education PreK ASD			1.00						
6238 BUSTAMANTE, THERESA	02	D200	TEACHERS MA + 10		11-216-100-101-00-000-	67,230.00	100.00			0.00
02-2401-07	Teacher Special Education PreK ASD			1.00						
6383 GIORDANO, LESLEY	02	D200	TEACHERS MA		11-216-100-101-00-000-	66,230.00	100.00			0.00
02-2401-08	Teacher Special Education ASD			1.00						
6328 QUESADA, JENNIFER	02	D200	TEACHERS MA + 10		11-214-100-101-00-000-	60,530.00	100.00			0.00
02-2411-01	Teacher Special Education LLD			1.00						
6867 PICCINICH, NICOLE	02	D200	TEACHERS BA		11-204-100-101-00-000-	56,030.00	100.00			0.00
02-2411-03	Teacher Special Education LLD			1.00						
6188 JANSON, ELIZABETH	02	D200	TEACHERS MA + 40		11-204-100-101-00-000-	72,730.00	100.00			0.00
02-2411-04	Teacher Special Education LLD			1.00						
6476 LEALE, KRISTINA	02	D200	TEACHERS BA		11-204-100-101-00-000-	56,930.00	100.00			0.00
02-2411-05	Teacher Special Education LLD			1.00						
6625 TARABOLA, ANNMARIE	02	200	TEACHERS MA		11-204-100-101-00-000-	59,930.00	100.00			0.00
02-2413-01	Teacher Special Education PreK			1.00						
6321 MACALUSO, SALLY	02	D200	TEACHERS MA + 10		11-216-100-101-00-000-	62,630.00	100.00			0.00
02-2413-02	Teacher Special Education PreK			1.00						
6398 STELTER, GENEVIEVE	02	D200	TEACHERS MA		11-216-100-101-00-000-	63,730.00	100.00			0.00
02-2413-03	Teacher Special Education PreK			1.00						
6002 SUSSI, MARGRET	02	D200	TEACHERS MA		11-216-100-101-00-000-	71,430.00	100.00			0.00
02-2413-04	Teacher Special Education PreK			1.00						

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
02-2413-04	Teacher Special Education PreK	1.00									
5605 COHN, CHRISTEN	02	D200	TEACHERS MA + 30	11-216-100-101-00-000-		83,730.00	100.00				0.00
02-2414-01	Teacher Special Education BD	1.00									
6141 ROJAS, JARITZA	02	D200	TEACHERS MA	11-209-100-101-00-000-		60,330.00	100.00				0.00
02-3101-02	School Counselor	1.00									
6221 LYNCH, MEGHAN	02	D200	TEACHERS MA + 20	11-000-218-104-00-000-		68,230.00	100.00				0.00
02-3105-02	Library Media Specialist	1.00									
6316 IBELLI-CASTANO, MARIA	02	D200	TEACHERS MA + 30	11-000-222-100-00-000-		69,230.00	100.00				0.00
02-3111-02	Occupational Therapist	1.00									
6753 SCHUSSLER, ADAM	02	200	TEACHERS MA	11-000-216-100-00-000-		60,330.00	100.00				0.00
02-3114-02	School Nurse	1.00									
6833 MARASCIULO, ALYSSA	02	D200	TEACHERS BA	11-000-213-100-00-000-		67,830.00	100.00				0.00
02-3116-02	School Psychologist	1.00									
5725 COLA, RACHEL	02	D200	TEACHERS MA + 20	11-000-219-104-00-000-		82,730.00	100.00				0.00
02-3117-01	School Social Worker	1.00									
5316 FITZSIMMONS, CHRISTINA	02	D200	TEACHERS MA	11-000-219-104-00-000-		88,730.00	100.00				0.00
02-3117-04	School Social Worker Part Time	0.65									
6586 D'AURIA, SAMANTHA	02	D200	TEACHERS MA + 40	11-000-219-104-00-000-		42,955.00	100.00				0.00
02-3118-02	Learning Disabilities Teacher Consultant	1.00									
6006 JEWETT, KARLI	02	200	TEACHERS MA + 10	11-000-219-104-00-000-		75,230.00	100.00				0.00
02-3120-02	Speech Language Specialist	1.00									
6112 BUERKLE, KIRSTEN	02	200	TEACHERS MA	11-000-216-100-00-000-		106,029.00	100.00				0.00
02-3120-03	Speech Language Specialist	1.00									
6334 SCHROEDER, AMANDA	02	D200	TEACHERS MA	11-000-216-100-00-000-		66,230.00	100.00				0.00
02-3120-05	Speech Language Specialist	1.00									
5827 BARRABEE, JOHANNA	02	D200	TEACHERS MA + 10	11-000-216-100-00-000-		93,230.00	100.00				0.00
02-3125-01	School Behaviorist	1.00									
6999 GONZALEZ, SALOME	02	D200	TEACHERS MA + 60	11-000-219-104-00-000-		84,230.00	100.00				0.00
02-9101-02	Instructional Aide Grades K-1 LLD	1.00									
6080 HELLER, MAGDA	02	D200	CLASSROOM AIDE DEGRE	11-204-100-106-00-000-		30,560.00	100.00				0.00
02-9101-03	Personal Aide Grade 1-2 BD 1:1	0.83									
6875 DUMICIC, SABRINA	02	200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,906.00	100.00				0.00
02-9101-04	Instructional Aide PK Inclusion	0.83									
VACANT				11-216-100-106-00-000-		0.00	100.00				0.00
02-9101-101	Personal Aide GRades 3-4 ASD 1;1	0.83									

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Emp# Name	Loc Dept	Primary Job Title	or Proj Sal	%	or \$	Calc Amount
02-9101-101	Personal Aide GRades 3-4 ASD 1:1	0.83				
7034 MARTINEZ, BERTA	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-103	Personal Aide Grade 2 ASD 1:1	0.83				
6966 SAADAT KHAH, SHAHNAZ	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-104	Personal Aide Grades 1-2 ASD 1:1	0.83				
VACANT			21,018.92	100.00		21,018.92
02-9101-105	Personal Aide PK Spec Ed 1:1	0.83				
6983 MBENGUE, SAFIETOU	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-106	Personal Aide Grades 3-4 ASD 1:1	0.83				
6877 ANTUNEZ, MARY	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-109	Instructional Aide PK Inclusion	0.83				
6982 SARDI, MARIA	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-111	Personal Aide PK Spec Ed 1:1	0.83				
6987 LOAIZA, JOHANNA	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-113	Personal Aide Grades 3-4 ASD 1:1	0.83				
6959 PHINAZEE, TIFFANY	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-114	Personal Aide Grades 1-2 LLD 1:1	0.83				
6946 MILLER, MERCEDES	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-115	Personal Aide PK Spec Ed 1:1	0.83				
7016 GARCIA, YRMA	02 200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-18	Personal Aide Grade 2 BD 1:1	0.83				
7043 GARAY, PATRICIA	02 D200	CLASSROOM AIDE DEGRE	21,019.00	100.00		0.00
02-9101-25	Personal Aide Grades K-1 ASD 1:1	1.00				
6119 KRECKMANN, JENNIFER	02 D200	CLASS AIDE NO DEGREE	26,589.00	100.00		0.00
02-9101-28	Personal Aide Grades K-1 ASD 1:1	1.00				
6630 COLOSIMO, DEBRA	02 200	CLASSROOM AIDE DEGRE	30,560.00	100.00		0.00
02-9101-31	Personal Aide Grade 1 BD 1:1	1.00				
6613 HONORE, STEFFANIE	02 200	CLASSROOM AIDE DEGRE	30,560.00	100.00		0.00
02-9101-32	Personal Aide Grade 4 LLD 1:1	1.00				
6420 LAFALCE, DANIEL	02 D200	CLASSROOM AIDE DEGRE	30,560.00	100.00		0.00
02-9101-34	Instructional Aide Physical Education	0.50				
VACANT			12,662.00	100.00		12,662.00
02-9101-35	Personal Aide Grades 1-2 ASD 1:1	0.83				
6784 BEATO, YANILL	02 200	CLASS AIDE NO DEGREE	18,962.00	100.00		0.00
02-9101-37	Instructional Aide Grade 3 LLD	0.83				

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
02-9101-37	Instructional Aide Grade 3 LLD	0.83									
6719 FRANCISCO, DORAINE	02	200	CLASSROOM AIDE DEGRE	11-204-100-106-00-000-		25,365.00	100.00				0.00
02-9101-38	Personal Aide Grade 3 LLD 2:1	0.83									
6870 NOVELLO, LISA	02	200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,906.00	100.00				0.00
02-9101-40	Personal Aide Grade 1 LLD 1:1	1.00									
5626 DICRISTOFORO, DESIREE	02	D200	CLASS AIDE NO DEGREE	11-000-217-100-00-000-		26,589.00	100.00				0.00
02-9101-42	Instructional Aide Grades 1-2 LLD	1.00									
6451 MACKEY, JAZ-MING	02	D200	CLASSROOM AIDE DEGRE	11-204-100-106-00-000-		30,560.00	100.00				0.00
02-9101-45	Instructional Aide PK Inclusion	1.00									
6144 ELMERS, JANET	02	D200	CLASS AIDE NO DEGREE	11-216-100-106-00-000-		26,589.00	100.00				0.00
02-9101-46	Instructional Aide PK Inclusion	0.83									
6695 GRAZIANO, JANET	02	200	CLASSROOM AIDE DEGRE	11-216-100-106-00-000-		25,365.00	100.00				0.00
02-9101-47	Personal Aide Grade K LLD 1:1	1.00									
6609 ATHANS, LOLA	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-48	Personal Aide PK Spec Ed 1:1	1.00									
5368 BASIN, LUDMILA	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-49	Personnal Aide Grade 2 LLD 1:1	0.83									
6960 CHOI, HANNA	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
02-9101-50	Instructional Aide PK Spec Ed	1.00									
4763 FERNANDES, MARIA	02	200	AIDE PRIOR 1999-NO	11-216-100-106-00-000-		44,264.00	100.00				0.00
02-9101-51	Personal Aide Grade 1 1:1 (Blind Std)	1.00									
6653 LEE, SUSIE	02	200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-52	Instructional Aide PK Spec Ed	1.00									
6224 RANCIC, JAGODA	02	200	CLASSROOM AIDE DEGRE	11-216-100-106-00-000-		30,560.00	100.00				0.00
02-9101-53	Instructional Aide PK Spec Ed	0.83									
6360 ROESE, LYNN	02	D200	CLASSROOM AIDE DEGRE	11-216-100-106-00-000-		25,365.00	100.00				0.00
02-9101-54	Personal Aide PK Spec Ed 1:1	1.00									
6419 ROGERS, TAYLOR	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-55	Personal Aide Grade K ASD 1:1	1.00									
6610 KOUTROUBINIS, MUJDE	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-65	Personal Aide Grades 3-4 ASD 1:1	0.83									
7042 MAGUIRE, KALI	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
02-9101-69	Personal Aide PK Spec Ed 1:1	1.00									
6573 VIOLA, MAXINE	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-83	Instructional Aide PK Spec Ed	0.83									

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
02-9101-83	Instructional Aide PK Spec Ed	0.83									
6742 MAYES, ANDREA	02	D200	CLASSROOM AIDE DEGRE	11-216-100-106-00-000-		25,365.00	100.00				0.00
02-9101-84	Personal Aide Grade 1 1:1	0.83									
6975 FARAHNAK, GILDA	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
02-9101-85	Personal Aide Grades 2-3 ASD 1:1	0.83									
6743 LORENCES, MONICA	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		25,365.00	100.00				0.00
02-9101-89	Instructional Aide Grade 4 LLD	1.00									
4932 GUARINELLO, TERESE	02	D200	AIDE PRIOR 1999-NO	11-204-100-106-00-000-		44,264.00	100.00				0.00
02-9101-90	Personal Aide Grades K-1 ASD 1:1	1.00									
6525 PIPER, ANJELICE	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-92	Personal Aide Grades K-1 ASD 1:1	0.83									
6726 ABDOSALAMI, NAJMEH	02	200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,906.00	100.00				0.00
02-9101-93	Personal Aide PK Spec Ed 1:1	1.00									
6519 KATAYAMA, AYAKO	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
02-9101-94	Instructional Aide PK Spec Ed	0.83									
6659 MARIN FUENTES, VERONICA	02	D200	CLASSROOM AIDE DEGRE	11-216-100-106-00-000-		21,906.00	100.00				0.00
02-9101-95	Personal Aide Grades 3-4 ASD 1:1	0.83									
6711 MCFARLANE, LORAIN	02	200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		25,365.00	100.00				0.00
02-9101-96	Personal Aide Grades K-1 ASD 1:1	0.83									
6651 KIM, LAUREN	02	D200	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
02-9300-06	Secretary School	1.00									
5421 STAMOULIS, CLARIBEL	02	D201	SECRETARY-12 MONTH	11-000-240-105-00-000-		61,660.00	100.00				0.00
02-9300-20	Secretary School Part Time	0.57									
5285 NG, MARGARET	02	D200	CLERK/TYPIST PT	11-000-240-105-00-010-		23,536.00	100.00				0.00
02-9400-03	Custodian	1.00									
4066 MANE, DEMBA	261	D261	CUSTODIANS CUST	11-000-262-100-00-000-		66,097.00	100.00				0.00
02-9400-04	Custodian	1.00									
5661 RANCIER, PABLO	261	261	CUSTODIANS CUST	11-000-262-100-00-000-		43,639.00	100.00				0.00
03-0000-01	Temporary Leave Replacement Teacher	1.00									
6780 LEVINE, JOCELYN	03	D300	TEACHERS BA	11-120-100-101-00-000-		56,030.00	100.00				0.00
03-0000-02	Temporary Leave Replacement Teacher	1.00									
6874 ZIEBA, ANNA	03	D300	TEACHERS BA	11-120-100-101-00-000-		56,030.00	80.00				0.00
				11-130-100-101-00-000-			20.00				0.00
03-0000-03	Temporary Leave Replacement Teacher	1.00									
6868 LEVINE, ALYSON	03	300	TEACHERS BA	11-120-100-101-00-000-		56,030.00	100.00				0.00

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
03-0231-03	Principal	1.00									
5245 BERMAN, JAY	03	D300	ADMIN-FLAT SALARY	11-000-240-103-00-000-		166,155.00	100.00				0.00
03-1000-08	Teacher Grade 1	1.00									
4483 MAURER, KERRI-LYNN	03	D300	TEACHERS MA + 60	11-120-100-101-00-000-		114,652.00	100.00				0.00
03-1000-09	Teacher Grade 1	1.00									
4292 MULLIKEN, MICHELLE	03	D300	TEACHERS MA + 60	11-120-100-101-00-000-		114,652.00	100.00				0.00
03-1000-10	Teacher Grade 1	1.00									
6385 BALLANCE, SIMONE	03	D300	TEACHERS BA	11-120-100-101-00-000-		56,930.00	100.00				0.00
03-1000-11	Teacher Grade 1	1.00									
6690 GALPERIN, MICHELLE	03	300	TEACHERS MA	11-120-100-101-00-000-		60,330.00	100.00				0.00
03-1002-06	Teacher Grade 2	1.00									
5815 DELUCCA, CAROLYN	03	D300	TEACHERS MA + 20	11-120-100-101-00-000-		80,230.00	100.00				0.00
03-1002-08	Teacher Grade 2	1.00									
6551 GONZALEZ, CASSANDRA	03	D300	TEACHERS BA	11-120-100-101-00-000-		58,230.00	100.00				0.00
03-1002-09	Teacher Grade 2	1.00									
6506 CHUNG, MISHHELL	03	D300	TEACHERS MA	11-120-100-101-00-000-		60,330.00	100.00				0.00
03-1002-10	Teacher Grade 2	1.00									
5817 NUNEZ, ARLENE	03	D300	TEACHERS MA	11-120-100-101-00-000-		78,230.00	100.00				0.00
03-1003-10	Teacher Kindergarten	1.00									
5476 ANDRADA, JENNIFER	03	D300	TEACHERS MA	11-110-100-101-00-000-		80,730.00	100.00				0.00
03-1003-11	Teacher Kindergarten	1.00									
5834 CASALE, KRISTINA	03	D300	TEACHERS MA	11-110-100-101-00-000-		78,230.00	100.00				0.00
03-1003-12	Teacher Kindergarten	1.00									
6133 DESIERVO, MICHELLE	03	D300	TEACHERS MA	11-110-100-101-00-000-		63,730.00	100.00				0.00
03-1004-09	Teacher Grade 4	1.00									
5903 JANG, ANGELA	03	D300	TEACHERS MA + 10	11-120-100-101-00-000-		75,230.00	100.00				0.00
03-1004-10	Teacher Grade 4	1.00									
5037 KLEIN, SANDRA	03	D300	TEACHERS BA	11-120-100-101-00-000-		88,230.00	100.00				0.00
03-1004-11	Teacher Grade 4	1.00									
6177 PSIHARIS, VASILIKI	03	D300	TEACHERS MA	11-130-100-101-00-000-		60,330.00	100.00				0.00
03-1007-10	Teacher Grade 3	1.00									
5562 ADAMS, ALYCIA	03	D300	TEACHERS BA + 10	11-120-100-101-00-000-		68,830.00	100.00				0.00
03-1007-11	Teacher Grade 3	1.00									
6382 DEE, STACEY	03	D300	TEACHERS MA	11-120-100-101-00-000-		0.00	100.00				0.00
03-1007-12	Teacher Grade 3	1.00									

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03-1007-12	Teacher Grade 3	1.00								
6405 LALLO, KAREN	03	300		TEACHERS BA	11-120-100-101-00-000-		58,230.00	100.00		0.00
03-1200-03	Teacher Art	1.00								
6411 LEYTON, JENNIFER	03	D300		TEACHERS MA + 10	11-110-100-101-00-000-		64,730.00	20.00		0.00
					11-120-100-101-00-000-			80.00		0.00
03-1408-03	Teacher Basic Skills LAL	1.00								
5964 MAJOR, SALMA	03	300		TEACHERS BA + 20	11-230-100-101-00-000-		64,730.00	100.00		0.00
03-1408-04	Teacher Intervention	1.00								
5826 MATSOUKAS, OLIVIA	03	D300		TEACHERS MA	11-230-100-101-00-000-		84,030.00	19.35		0.00
					20-231-100-101-00-003-			80.65		0.00
03-1485-04	Teacher ESL	1.00								
7035 LOPEZ, CHRISTINA	03	D300		TEACHERS MA	11-240-100-101-00-000-		61,630.00	100.00		0.00
03-1486-01	Teacher Bilingual Japanese Grades K-6	1.00								
5329 MERRYMAN, MOLLY	03	D300		TEACHERS MA + 30	11-240-100-101-00-000-		111,065.00	100.00		0.00
03-1486-04	Teacher Bilingual Korean Grades K-6	1.00								
4719 TSCHOE, HYUN SOON	03	D300		TEACHERS MA + 20	11-240-100-101-00-000-		109,388.00	100.00		0.00
03-1630-03	Teacher Physical and Health Education	1.00								
4381 CICCONE, ROBERT	03	D300		TEACHERS MA + 60	11-110-100-101-00-000-		114,652.00	20.00		0.00
					11-120-100-101-00-000-			80.00		0.00
03-2100-05	Teacher Music	1.00								
5160 YOOK, HAESOOK	03	D300		TEACHERS MA + 10	11-110-100-101-00-000-		93,230.00	14.29		0.00
					11-120-100-101-00-000-			71.42		0.00
					11-130-100-101-00-000-			14.29		0.00
03-2400-03	Teacher Special Education Resource	1.00								
4438 GIORDANO, COLLEEN	03	D300		TEACHERS MA + 60	11-213-100-101-00-000-		114,652.00	100.00		0.00
03-2400-05	Teacher Special Education Resource	1.00								
5419 DELUCCA, DANA	03	D300		TEACHERS MA + 40	11-213-100-101-00-000-		88,030.00	100.00		0.00
03-3101-03	School Counselor	1.00								
5201 DESHEPLO, AIMEE	03	D300		TEACHERS MA + 50	11-000-218-104-00-000-		91,030.00	100.00		0.00
03-3105-03	Library Media Specialist	1.00								
4878 ANTIFONARIO, JAIME	03	D300		TEACHERS MA + 60	11-000-222-100-00-000-		84,230.00	100.00		0.00
03-3111-03	Occupational Therapist	1.00								
6939 KOTSIOTAS, DIMITRA	03	D300		TEACHERS MA	11-000-216-100-00-000-		59,530.00	100.00		0.00
03-3114-03	School Nurse	1.00								
5524 BANCROFT, KIM	03	D300		TEACHERS BA + 20	11-000-213-100-00-000-		86,230.00	100.00		0.00

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Emp# Name	Loc	Dept	Job Title	Account #						
03-3116-03	School Psychologist			1.00						
5971 ROTHMAN, PAMELA	03	D300	TEACHERS MA + 60	11-000-219-104-00-000-			98,230.00	100.00		0.00
03-9101-112	Personal Aide Grade 2 1:1			1.00						
5202 SANTOS, MARCIA	03	003	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-			30,560.00	100.00		0.00
03-9101-12	Instructional Aide Grade 4 Resource			1.00						
6428 OHRNBERGER, DAWN	03	300	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-			30,560.00	100.00		0.00
03-9101-17	Instructional Aide Grade 4 Resource			1.00						
4004 DIMINO, CAROL	03	D300	AIDE PRIOR 1999-NO	11-213-100-106-00-000-			44,264.00	100.00		0.00
03-9101-26	Instructional Aide Grade 1 Resource			0.83						
6300 BAHOSSE, KHADIJA	03	D003	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-			21,906.00	100.00		0.00
03-9101-43	Instructional Aide Physical Education			0.50						
6710 GITTER, STEPHANIE	03	300	CLASS AIDE NO DEGREE	11-190-100-106-00-000-			13,295.00	100.00		0.00
03-9101-63	Instructional Aide Grade 3 Resource			1.00						
6032 TESTINO, CLAUDIA	03	D300	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-			30,560.00	100.00		0.00
03-9101-77	Instructional Aide Grade 2 Resource			1.00						
6351 GALASSO, JOANN	03	D300	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-			30,560.00	100.00		0.00
03-9101-86	Personal Aide Grade 2 1:1			0.83						
6750 QUEZADA, ANGELICA	03	D300	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-			25,365.00	100.00		0.00
03-9300-07	Secretary School			1.00						
5130 GOLENISCHW, MARRIETTA	03	D300	SECRETARY-12 MONTH	11-000-240-105-00-000-			48,539.00	100.00		0.00
03-9300-21	Secretary School Part Time			0.57						
4175 ALBRIZIO, ELIZABETH	03	300	CLERK/TYP-PT ELEMENT	11-000-240-105-00-010-			23,536.00	100.00		0.00
03-9400-05	Custodian			1.00						
5153 RAMIREZ, CENEIDA	361	361	CUSTODIANS CUST	11-000-262-100-00-000-			57,639.00	100.00		0.00
03-9400-06	Custodian			1.00						
5214 VASSALLO, STEVEN	361	361	CUSTODIANS CUST	11-000-262-100-00-000-			65,597.00	100.00		0.00
04-0231-04	Principal			1.00						
5800 AMBROSIO, PATRICK	04	400	ADMIN-FLAT SALARY	11-000-240-103-00-000-			147,614.00	100.00		0.00
04-1000-12	Teacher Grade 1			1.00						
5299 CALLANAN, ALEXIS	04	D400	TEACHERS MA + 10	11-120-100-101-00-000-			89,230.00	100.00		0.00
04-1000-13	Teacher Grade 1			1.00						
4779 SCHWARTZ, RANDY	04	D400	TEACHERS MA + 60	11-120-100-101-00-000-			94,230.00	100.00		0.00
04-1000-14	Teacher Grade 1			1.00						
5985 GONZALEZ, KRISTINA	04	D400	TEACHERS BA + 10	11-120-100-101-00-000-			57,930.00	100.00		0.00
04-1000-15	Teacher Grade 1			1.00						

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Emp# Name	Loc	Dept	Primary	Job Title	Account #	or	Proj Sal	%	or \$	
04-1000-15	Teacher Grade 1	1.00								
5594 TUOZZOLO, CRYSTAL	04	D400		TEACHERS MA + 10	11-120-100-101-00-000-		79,230.00	100.00		0.00
04-1002-11	Teacher Grade 2	1.00								
6890 MARINI, NATALIE	04	D400		TEACHERS BA	11-120-100-101-00-000-		56,030.00	100.00		0.00
04-1002-12	Teacher Grade 2	1.00								
4385 LARUSSO, JANET	04	D400		TEACHERS MA + 60	11-120-100-101-00-000-		114,652.00	100.00		0.00
04-1002-13	Teacher Grade 2	1.00								
5451 MARTINEZ, KIMBERLY	04	D400		TEACHERS MA + 60	11-120-100-101-00-000-		80,230.00	100.00		0.00
04-1002-14	Teacher Grade 2	1.00								
4920 STAMIS, RITA	04	D400		TEACHERS MA	11-120-100-101-00-000-		88,230.00	100.00		0.00
04-1003-02	Teacher Kindergarten	1.00								
6305 DELUCA, CHRISTINE	04	D400		TEACHERS MA + 10	11-110-100-101-00-000-		62,630.00	100.00		0.00
04-1003-03	Teacher Kindergarten	1.00								
5234 LIQUORI, ALICYN	04	D400		TEACHERS BA	11-110-100-101-00-000-		80,530.00	100.00		0.00
04-1003-05	Teacher Kindergarten	1.00								
6370 TOTURGUL, ELISA	04	D400		TEACHERS MA + 10	11-110-100-101-00-000-		64,730.00	100.00		0.00
04-1003-14	Teacher Kindergarten	1.00								
6349 ARTINGER, ALLISON	04	D400		TEACHERS MA	11-110-100-101-00-000-		66,230.00	100.00		0.00
04-1004-07	Teacher Grade 4	1.00								
6689 TOZZI, JACQUELINE	04	D400		TEACHERS BA + 20	11-120-100-101-00-000-		58,930.00	100.00		0.00
04-1004-08	Teacher Grade 4	1.00								
6679 FREITAG, GINA	04	400		TEACHERS MA	11-120-100-101-00-000-		59,930.00	100.00		0.00
04-1004-12	Teacher Grade 4	1.00								
5678 KIM - NAMKUNG, SANDY	04	D400		TEACHERS MA + 60	11-120-100-101-00-000-		80,230.00	100.00		0.00
04-1004-14	Teacher Grade 4	1.00								
5369 MARINO, KIRSIS	04	D400		TEACHERS BA + 10	11-120-100-101-00-000-		78,230.00	100.00		0.00
04-1007-02	Teacher Grade 3	1.00								
4765 RIZZO, MARY	04	D400		TEACHERS MA + 10	11-120-100-101-00-000-		107,709.00	100.00		0.00
04-1007-03	Teacher Grade 3	1.00								
5625 VENTRELLA, RACHEL F	04	D400		TEACHERS MA	11-120-100-101-00-000-		66,230.00	100.00		0.00
04-1007-04	Teacher Grade 3	1.00								
6553 DENTE, GIANA	04	400		TEACHERS BA	11-120-100-101-00-000-		56,930.00	100.00		0.00
04-1007-13	Teacher Grade 3	1.00								
6446 MARKARIAN, MELANIE	04	D400		TEACHERS BA	11-120-100-101-00-000-		60,230.00	100.00		0.00
04-1200-04	Teacher Art	1.00								

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
04-1200-04	Teacher Art	1.00									
6824 MERRILL, MELISSA	04	400	TEACHERS BA	11-110-100-101-00-000-		67,830.00	20.00			0.00	
				11-120-100-101-00-000-			80.00			0.00	
04-1411-03	Teacher Reading	1.00									
5431 SOLAZZO, CARA	04	D400	TEACHERS MA + 60	11-230-100-101-00-000-		90,030.00	100.00			0.00	
04-1485-00	Teacher ESL Temp 19-20	1.00									
5102 LEONARD, MARK	04	D400	TEACHERS MA + 60	11-240-100-101-00-000-		98,230.00	100.00			0.00	
04-1485-06	Teacher ESL	1.00									
6825 KOYO, MAI	04	D400	TEACHERS MA	11-240-100-101-00-000-		88,230.00	100.00			0.00	
04-1485-10	Tchr ESL/Biling. Japanese Grades K-6 PT	0.80									
5862 YADA, NAOKO	04	D400	TEACHERS MA + 20	11-240-100-101-00-000-		58,350.00	100.00			0.00	
04-1486-05	Teacher Bilingual Korean Grades K-6	1.00									
5232 CHUNG, MYUNG JIN	04	D400	TEACHERS MA + 60	11-240-100-101-00-000-		114,652.00	100.00			0.00	
04-1630-04	Teacher Physical and Health Education	1.00									
4318 ZIEMBA, JOHN	04	D400	TEACHERS BA	11-110-100-101-00-000-		100,975.00	20.00			0.00	
				11-120-100-101-00-000-			80.00			0.00	
04-1904-03	Teacher Basic Skills Instruction	1.00									
5712 BROWN, KRISTEN	04	D400	TEACHERS MA	11-230-100-101-00-000-		88,230.00	100.00			0.00	
04-2100-06	Teacher Music	1.00									
7030 SYLVESTER, KEVIN	04	D400	TEACHERS MA	11-110-100-101-00-000-		66,230.00	14.29			0.00	
				11-120-100-101-00-000-			71.42			0.00	
				11-130-100-101-00-000-			14.29			0.00	
04-2400-09	Teacher Special Education Resource	1.00									
4964 GIANNANTONIO, CARMELINA	04	D400	TEACHERS BA	11-213-100-101-00-000-		91,980.00	100.00			0.00	
04-2412-06	Teacher Special Education Inclusion	1.00									
6441 HENRY, ALISHA	04	D400	TEACHERS BA + 20	11-213-100-101-00-000-		62,230.00	100.00			0.00	
04-2412-07	Teacher Special Education Inclusion	1.00									
5420 HODGE, CARRIE	04	D400	TEACHERS MA	11-213-100-101-00-000-		100,730.00	100.00			0.00	
04-3101-04	School Counselor	1.00									
6062 FUSCO, ANDRIA	04	D400	TEACHERS MA + 20	11-000-218-104-00-000-		97,980.00	100.00			0.00	
04-3105-04	Library Media Specialist	1.00									
6073 BYRNE, JAMES	04	D400	TEACHERS MA + 10	11-000-222-100-00-000-		85,030.00	100.00			0.00	
04-3114-04	School Nurse	1.00									
7036 KIM, HI JEONG	04	D400	TEACHERS BA	11-000-213-100-00-000-		56,530.00	100.00			0.00	
04-3118-05	Learning Disabilities Teacher Consultant	1.00									

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04-3118-05	Learning Disabilities Teacher Consultant	1.00								
6107 LEVY, SARAH	04 D400	TEACHERS MA + 30	81,230.00	100.00		11-000-219-104-00-000-				0.00
04-3120-04	Speech Language Specialist	1.00								
5956 ROMANO, CHRISTINE	04 D400	TEACHERS MA + 60	114,652.00	100.00		11-000-216-100-00-000-				0.00
04-9101-07	Personal Aide Grade 3 Resource 1:1	0.83								
6945 ASHARIAN, LAUDAN	04 D400	CLASSROOM AIDE DEGRE	21,019.00	100.00		11-000-217-100-00-000-				0.00
04-9101-08	Instructional Aide Grade 2 Resource	0.83								
6961 CELLA, JENNIFER	04 D400	CLASSROOM AIDE DEGRE	21,019.00	100.00		11-213-100-106-00-000-				0.00
04-9101-09	Instructional Aide Grade 4	0.83								
7037 MAZICIOGLU, BENGISU	04 D400	CLASSROOM AIDE DEGRE	21,019.00	100.00		11-190-100-106-00-000-				0.00
04-9101-102	Instructional Aide Grade 3	0.83								
6771 MOLINARO, DANIELA	04 D400	CLASSROOM AIDE DEGRE	21,019.00	100.00		11-190-100-106-00-000-				0.00
04-9101-11	Instructional Aide Grade 4 Resource	1.00								
6209 RIVERA, MANUEL	04 D400	CLASSROOM AIDE DEGRE	30,560.00	100.00		11-213-100-106-00-000-				0.00
04-9101-110	Personal Aide Grade 3 Inclusion 1:1	0.83								
6988 CEHRECI, KARIN	04 D400	CLASSROOM AIDE DEGRE	21,019.00	100.00		11-000-217-100-00-000-				0.00
04-9101-15	Instructional Aide Grade 4	0.83								
6764 DUNNE, THEODORE	04 D400	CLASSROOM AIDE DEGRE	21,906.00	100.00		11-190-100-106-00-000-				0.00
04-9101-16	Instructional Aide Grade 1 Inclusion/Res	0.83								
5204 SORRENTINO, VANDA	04 D400	CLASSROOM AIDE DEGRE	25,365.00	100.00		11-213-100-106-00-000-				0.00
04-9101-20	Instructional Aide Grade 3 Resource	1.00								
5639 ALABUGINA, YEVGENIYA	04 D400	CLASSROOM AIDE DEGRE	30,560.00	100.00		11-213-100-106-00-000-				0.00
04-9101-30	Instructional Aide Grade 2 Inclusion	1.00								
5445 KOTHARI, LEENA	04 D400	CLASSROOM AIDE DEGRE	30,560.00	100.00		11-213-100-106-00-000-				0.00
04-9101-44	Instructional Aide Physical Education	0.50								
6800 PARK, ANDREW	04 D400	CLASSROOM AIDE DEGRE	12,662.00	100.00		11-190-100-106-00-000-				0.00
04-9101-64	Instructional Aide Grade 4 Inclusion	1.00								
5995 RIOS FORNES, MICHELLE	04 D400	CLASSROOM AIDE DEGRE	30,560.00	100.00		11-213-100-106-00-000-				0.00
04-9300-08	Secretary School	1.00								
5895 MAGNONE, LINDA	04 400	SECRETARY-12 MONTH	61,660.00	100.00		11-000-240-105-00-000-				0.00
04-9300-22	Secretary School Part Time	0.57								
5403 REGINA, ANNE	04 D400	CLERK/TYPIST PT	23,536.00	100.00		11-000-240-105-00-010-				0.00
04-9400-07	Custodian	1.00								
5207 CHIAVIELLO, VALENTINO	461 461	CUSTODIANS CUST	66,147.00	100.00		11-000-262-100-00-000-				66,147.00
04-9400-08	Custodian	1.00								

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04-9400-08	Custodian			1.00						
5882 MORALES CRUZ, YORDANIS	461	D461	CUSTODIANS CUST	11-000-262-100-00-000-			46,264.00	100.00		0.00
05-0232-01	Assistant Principal			1.00						
5137 RUESGA, GINA	05	D500	ADMIN-FLAT SALARY	11-000-240-103-00-000-			118,500.00	100.00		0.00
05-1005-01	Teacher Grade 5 Math/Sci			1.00						
4336 CASSAVELL-SIVERE, KRISTIN	05	D500	TEACHERS MA + 40	11-120-100-101-00-000-			99,980.00	100.00		0.00
05-1005-02	Teacher Grade 5 LAL/SS			1.00						
6575 GIORDANO, JOHN	05	D500	TEACHERS BA + 20	11-120-100-101-00-000-			60,230.00	100.00		0.00
05-1005-03	Teacher Grade 5 Math/Sci			1.00						
4992 KULAK, BARRIE	05	500	TEACHERS MA + 10	11-120-100-101-00-000-			107,709.00	100.00		0.00
05-1005-04	Teacher Grade 5 LAL/SS			1.00						
6897 DONZA, KERRY	05	D500	TEACHERS BA	11-120-100-101-00-000-			60,230.00	100.00		0.00
05-1005-05	Teacher Grade 5 Math/Sci			1.00						
5839 GUERRERO, MEGAN	05	D500	TEACHERS MA + 30	11-120-100-101-00-000-			81,230.00	100.00		0.00
05-1005-06	Teacher Grade 5 LAL/SS			1.00						
5339 D'ANNA, CHRISTINE	05	500	TEACHERS MA + 60	11-120-100-101-00-000-			98,230.00	100.00		0.00
05-1005-07	Teacher Grade 5 Math/Sci			1.00						
6143 FERMANO, RITA	05	D500	TEACHERS MA	11-120-100-101-00-000-			63,730.00	100.00		0.00
05-1005-08	Teacher Grade 5 LAL/SS			1.00						
6896 TEITELL, CORTNEY	05	D500	TEACHERS BA	11-120-100-101-00-000-			58,230.00	100.00		0.00
05-1005-09	Teacher Grade 5 LAL/SS			1.00						
6754 MANGIARACINA, ARIELLE	05	D500	TEACHERS MA + 10	11-120-100-101-00-000-			62,630.00	100.00		0.00
05-1005-10	Teacher Grade 5 Math/Sci			1.00						
5814 PENA, ALEXANDRA	05	D500	TEACHERS MA + 60	11-120-100-101-00-000-			94,230.00	100.00		0.00
05-1005-11	Teacher Grade 5 Math/Sci			1.00						
6067 DUZICH, MICHAEL	05	D500	TEACHERS MA + 20	11-120-100-101-00-000-			70,730.00	100.00		0.00
05-1005-12	Teacher Grade 5 LAL/SS			1.00						
6345 KOTWICA, JENNIFER	05	D500	TEACHERS MA	11-130-100-101-00-000-			66,230.00	100.00		66,230.00
05-1006-01	Teacher Grade 6 Math/Sci			1.00						
5111 MINUTOLO, FAITH-ANN	05	500	TEACHERS BA + 10	11-130-100-101-00-000-			85,230.00	100.00		0.00
05-1006-02	Teacher Grade 6 LAL/SS			1.00						
5328 MURRAY, BRYAN	05	D500	TEACHERS MA + 30	11-130-100-101-00-000-			91,230.00	100.00		0.00
05-1006-03	Teacher Grade 6 Math/Sci			1.00						
5164 DATWANI, SABINA	05	D500	TEACHERS MA + 60	11-130-100-101-00-000-			90,030.00	100.00		0.00
05-1006-04	Teacher Grade 6 Math/Sci			1.00						

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05-1006-04	Teacher Grade 6 Math/Sci	1.00									
5518 WIEDERHOLZ, CARRIE	05	D500	TEACHERS MA + 60	11-120-100-101-00-000-		90,030.00	100.00				0.00
05-1006-05	Teacher Grade 6 LAL/SS	1.00									
6450 MITCHELL, MEGHAN	05	D500	TEACHERS MA	11-130-100-101-00-000-		61,630.00	100.00				0.00
05-1006-06	Teacher Grade 6 LAL/SS	1.00									
6434 CHRISTAL, DANIELLE	05	500	TEACHERS BA + 20	11-130-100-101-00-000-		62,230.00	100.00				0.00
05-1006-07	Teacher Grade 6 Math/Sci	1.00									
5829 DEITSCH, BRAD	05	D500	TEACHERS MA	11-130-100-101-00-000-		78,230.00	100.00				78,230.00
05-1006-08	Teacher Grade 6 LAL/SS	1.00									
6595 MOTOLA, ALEXANDRA	05	D500	TEACHERS MA	11-120-100-101-00-000-		61,630.00	100.00				0.00
05-1006-09	Teacher Grade 6 LAL/SS	1.00									
5772 PACHOS, MICHAEL	05	D500	TEACHERS MA	11-130-100-101-00-000-		78,230.00	100.00				0.00
05-1006-10	Teacher Grade 6 Math/Sci	1.00									
6928 TRIPODI, NATALIE	05	D500	TEACHERS MA	11-130-100-101-00-000-		59,530.00	100.00				0.00
05-1006-11	Teacher Grade 6 LAL/SS	1.00									
5235 VIDUCIC, DRAGICA	05	D500	TEACHERS MA + 10	11-130-100-101-00-000-		107,709.00	100.00				0.00
05-1006-12	Teacher Grade 6 Math/Sci	1.00									
4624 SARGENTI, CHRISTINE	05	D500	TEACHERS MA	11-130-100-101-00-000-		100,730.00	100.00				0.00
05-1200-08	Teacher Art	1.00									
5275 DESPOTAKIS, ELENI	05	D500	TEACHERS MA + 60	11-120-100-101-00-000-		94,230.00	50.00				0.00
				11-130-100-101-00-000-			50.00				0.00
05-1408-02	Teacher Basic Skills LAL	1.00									
4972 ANCONETANI, GABRIELLE	05	D500	TEACHERS MA	11-230-100-101-00-000-		84,030.00	100.00				0.00
05-1485-05	Teacher ESL/Japanese Bil	1.00									
4007 INOMATA, ELISABETH	05	500	TEACHERS MA + 50	11-240-100-101-00-000-		113,443.00	100.00				0.00
05-1550-04	Teacher World Language (Spanish)	1.00									
7006 CARTAGENA, JULISSA	05	D500	TEACHERS MA	11-140-100-101-00-000-		66,230.00	100.00				0.00
05-1630-18	Teacher Physical and Health Education	1.00									
6856 MATTESICH, RENEE	05	D500	TEACHERS BA	11-120-100-101-00-000-		56,030.00	50.00				0.00
				11-130-100-101-00-000-			50.00				0.00
05-1630-19	Teacher Physical and Health Education	1.00									
7000 MAIRA, LEWIS	05	D500	TEACHERS BA	11-120-100-101-00-000-		56,030.00	50.00				0.00
				11-130-100-101-00-000-			50.00				0.00
05-1630-20	Teacher Physical and Health Education	1.00									
7009 RACCIOPPI, MICHAEL	05	D500	TEACHERS BA	11-120-100-101-00-000-		58,230.00	50.00				0.00

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Emp# Name	Loc	Dept	Job Title	Account #							
05-1630-20	Teacher Physical and Health Education	1.00									
7009 RACCIOPPI, MICHAEL	05	D500	TEACHERS BA	11-130-100-101-00-000-		58,230.00	50.00				0.00
05-1904-01	Teacher Basic Skills Math	1.00									
6154 KORNWEISER, GENNA	05	D500	TEACHERS MA	11-230-100-101-00-000-		63,730.00	100.00				0.00
05-2100-02	Teacher Music	1.00									
6956 MCFARLAND, CHELSEA	05	500	TEACHERS BA	11-120-100-101-00-000-		56,930.00	50.00				0.00
				11-130-100-101-00-000-			50.00				0.00
05-2400-02	Teacher Special Education Resource	1.00									
4758 STECKLER, SHERI	05	D500	TEACHERS MA	11-213-100-101-00-000-		106,029.00	100.00				0.00
05-2400-04	Teacher Special Education Resource	1.00									
6993 BRICKNER, LAUREN	05	D500	TEACHERS MA + 20	11-213-100-101-00-000-		61,530.00	100.00				0.00
05-2400-14	Teacher Special Education Resource	1.00									
6736 PAK, DORIS	05	D500	TEACHERS BA	11-213-100-101-00-000-		56,930.00	100.00				0.00
05-2400-15	Teacher Special Education Resource	1.00									
7008 FLORATOS, ANGELA	05	D500	TEACHERS BA + 10	11-213-100-101-00-000-		57,530.00	100.00				0.00
05-2411-02	Teacher Special Education LLD Math/Sci	1.00									
6872 MOOSE, ANGELA	05	500	TEACHERS BA + 20	11-204-100-101-00-000-		72,730.00	100.00				0.00
05-2411-06	Teacher Special Education LLD LAL/SS	1.00									
7014 MCNAUGHTON, SHANNON	05	D500	TEACHERS MA	11-204-100-101-00-000-		59,530.00	100.00				0.00
05-2412-05	Teacher Special Education Inclusion	1.00									
5719 RIVERA, MARIA	05	D500	TEACHERS BA + 20	11-213-100-101-00-000-		75,930.00	100.00				0.00
05-2412-08	Teacher Special Education Inclusion	1.00									
4838 LIPOFF, HOWARD	05	D500	TEACHERS MA + 30	11-213-100-101-00-000-		103,730.00	100.00				0.00
05-3101-12	School Counselor	1.00									
6406 WAACK, ANGELA	05	D500	TEACHERS MA + 10	11-000-218-104-00-000-		62,630.00	100.00				0.00
05-3101-13	School Counselor	1.00									
6638 CLAUSMAN, KAITLYN	05	D500	TEACHERS MA	11-000-218-104-00-000-		59,530.00	100.00				0.00
05-3114-07	School Nurse	1.00									
6202 KONDRECK, DOMINIQUE	05	D500	TEACHERS BA + 20	11-000-213-100-00-000-		67,230.00	100.00				0.00
05-3116-01	School Psychologist	1.00									
5512 BORTNICK, LORRAINE	05	D500	TEACHERS MA	11-000-219-104-00-000-		90,230.00	100.00				0.00
05-3117-02	School Social Worker	1.00									
5734 BORGONO, STEPHANIE	05	500	TEACHERS MA + 20	11-000-219-104-00-000-		76,230.00	100.00				0.00
05-9101-01	Personal Aide Grade 6 LLD 1:1	0.83									
6557 FARDOS, SILVANA	05	D500	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		25,365.00	100.00				0.00

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Emp# Name	Loc	Dept	Job Title	Account #						
05-9101-100	Instructional Aide Grade 5-6 LLD			0.83						
6979 COSGROVE, ROXY	05	D500	CLASSROOM AIDE DEGRE	11-204-100-106-00-000-			21,019.00	100.00		0.00
05-9101-108	Personal Aide Grade 6 Resource 1:1			0.83						
6980 SCHONDORF, NANCY	05	D500	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-			21,019.00	100.00		0.00
05-9101-13	Instructional Aide Grade 5 Resource			0.83						
6748 KAYAR, BURCU	05	500	CLASS AIDE NO DEGREE	11-213-100-106-00-000-			18,962.00	100.00		0.00
05-9101-21	Instructional Aide Grade 6 Resource			1.00						
5528 JUILIANO, THOMAS	05	D500	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-			30,560.00	100.00		0.00
05-9101-36	Instructional Aide Grade 5 Resource			0.83						
6892 ZAFARI, NIYOUSHA	05	D500	CLASS AIDE NO DEGREE	11-213-100-106-00-000-			18,962.00	100.00		0.00
05-9101-66	Personal Aide Grade 6 LLD 1:1			0.83						
6894 BUDA, JENNIFER	05	D500	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-			21,906.00	100.00		0.00
05-9101-67	Instructional Aide Grade 6 Resource			0.83						
VACANT										21,018.92
05-9101-70	Instructional Aide Grade 5 Inclusion			0.83						
VACANT										21,018.92
05-9101-76	Personal Aide Grade 5 LLD 1:1			1.00						
6326 PASCALE, LOUIS	05	D500	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-			30,560.00	100.00		0.00
05-9101-87	Instructional Aide Grade 5 Resource			0.83						
6503 AZIZO, HELENE	05	500	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-			25,365.00	100.00		0.00
05-9101-88	Instructional Aide Grades 5-6 LLD			0.83						
VACANT										21,018.92
05-9101-97	Personal Aide Grade 5 1:1			0.83						
6770 MOLINARO, JESSICA	05	D500	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-			21,019.00	100.00		0.00
05-9300-16	Secretary School			1.00						
6492 RIVERA, SUZETTE	05	D500	SECRETARY-12 MONTH	11-000-240-105-00-000-			46,539.00	100.00		0.00
05-9300-19	Secretary School			1.00						
5250 MILONE, ROSEMARIE	05	D500	SECRETARY-12 MONTH	11-000-219-105-00-000-			60,660.00	100.00		0.00
05-9400-17	Custodian			1.00						
5704 RAMOS, JOSE	561	D561	CUSTODIANS CUST	11-000-262-100-00-000-			43,264.00	100.00		0.00
05-9400-18	Custodian			1.00						
5658 BORTOLI, HUGO	561	D561	CUSTODIANS CUST	11-000-262-100-00-000-			47,764.00	100.00		0.00
05-9400-19	Custodian			1.00						
VACANT										37,814.00
06-0000-01	Temporary Leave Replacement Teacher			1.00						

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Emp# Name	Loc Dept	Primary Job Title	or Proj Sal	Account #	%	or \$	Calc Amount			
06-0000-01	Temporary Leave Replacement Teacher	1.00								
VACANT				11-130-100-101-00-000-	100.00		56,030.00			56,030.00
06-0000-02	Temporary Leave Replacement Teacher	1.00								
VACANT				11-130-100-101-00-000-	100.00		56,030.00			56,030.00
06-0221-01	Principal	1.00								
6369 DANIELLO, ROBERT	MS 600	ADMIN-FLAT SALARY		11-000-240-103-00-000-	100.00		155,059.00			0.00
06-0222-01	Assistant Principal	1.00								
5298 FINIZIO, JOSEPH	MS D600	ADMIN-FLAT SALARY		11-000-240-103-00-000-	100.00		124,143.00			0.00
06-1102-01	Teacher Grades 7-8 Mathematics	1.00								
6196 KATIC, STEFANIE	MS D600	TEACHERS BA		11-130-100-101-00-000-	100.00		65,230.00			0.00
06-1102-02	Teacher Grades 7-8 Mathematics	1.00								
5580 CHOI, STEVEN	MS D600	TEACHERS MA + 30		11-130-100-101-00-000-	100.00		66,730.00			0.00
06-1102-03	Teacher Grades 7-8 Mathematics	1.00								
5715 KUMAR, SUMEDHA	MS D600	TEACHERS MA		11-130-100-101-00-000-	100.00		80,730.00			0.00
06-1102-04	Teacher Grades 7-8 Mathematics	1.00								
5478 MCNULTY, ANISA	MS D600	TEACHERS MA + 60		11-130-100-101-00-000-	100.00		90,030.00			0.00
06-1102-05	Teacher Grades 7-8 Mathematics	1.00								
5689 MURPHY, CHRISTINA	MS D600	TEACHERS MA + 60		11-130-100-101-00-000-	100.00		90,730.00			0.00
06-1102-06	Teacher Grades 7-8 Mathematics	1.00								
6664 SCHEIMAN, ALEXANDRA	MS 600	TEACHERS BA		11-130-100-101-00-000-	100.00		58,230.00			0.00
06-1103-01	Teacher Grades 7-8 Science	1.00								
6572 CABRERA, ELISA	MS D600	TEACHERS BA		11-130-100-101-00-000-	100.00		58,230.00			0.00
06-1103-02	Teacher Grades 7-8 Science	1.00								
5200 KLAPACH, STEPHEN	MS D600	TEACHERS MA		11-130-100-101-00-000-	100.00		92,230.00			0.00
06-1103-03	Teacher Grades 7-8 Science	1.00								
6512 LARCHEVEQUE, BRIAN	MS D600	TEACHERS MA		11-130-100-101-00-000-	100.00		61,630.00			0.00
06-1103-04	Teacher Grades 7-8 Science	1.00								
6592 MARQUEZ, KRISTINA	MS D600	TEACHERS MA + 20		11-130-100-101-00-000-	100.00		63,630.00			0.00
06-1103-05	Teacher Grades 7-8 Science	1.00								
6831 PAPAS, ANGELA	MS MS	TEACHERS BA + 10		11-130-100-101-00-000-	100.00		65,730.00			0.00
06-1104-01	Teacher Grades 7-8 Social Studies	1.00								
5924 BERLINGO, JOSEPH	MS D600	TEACHERS BA		11-130-100-101-00-000-	100.00		100,975.00			0.00
06-1104-02	Teacher Grades 7-8 Social Studies	1.00								
5781 CHURCH, TODD	MS D600	TEACHERS MA		11-130-100-101-00-000-	100.00		80,730.00			0.00
06-1104-03	Teacher Grades 7-8 Social Studies	1.00								

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Emp# Name	Loc	Dept	Job Title	Account #					
06-1104-03	Teacher Grades 7-8 Social Studies			1.00					
5721 REICHERZ, JILLIAN	MS	D600	TEACHERS MA + 60	11-130-100-101-00-000-	84,230.00	100.00			0.00
06-1104-04	Teacher Grades 7-8 Social Studies			1.00					
6500 PICINICH, DONALD	MS	D600	TEACHERS BA	11-130-100-101-00-000-	56,930.00	100.00			0.00
06-1104-05	Teacher Grades 7-8 Social Studies			1.00					
6684 VARGAS, CRYSTAL	MS	600	TEACHERS MA	11-130-100-101-00-000-	68,730.00	100.00			0.00
06-1106-01	Teacher Grades 7-8 Language Arts			1.00					
5602 MILONE, BARBARA-ANN	MS	D600	TEACHERS BA	11-130-100-101-00-000-	77,230.00	100.00			0.00
06-1106-02	Teacher Grades 7-8 Language Arts			1.00					
6003 BUSCH- MC ARDLE, KATHERINE	MS	D600	TEACHERS MA	11-130-100-101-00-000-	71,430.00	100.00			0.00
06-1106-03	Teacher Grades 7-8 Language Arts			1.00					
5828 CEVASCO, SHANNON	MS	D600	TEACHERS MA	11-130-100-101-00-000-	84,030.00	100.00			0.00
06-1106-04	Teacher Grades 7-8 Language Arts			1.00					
5099 HANLEY, MARK	MS	600	TEACHERS MA	11-130-100-101-00-000-	92,230.00	100.00			0.00
06-1106-05	Teacher Grades 7-8 Language Arts			1.00					
6278 YOON, PRISCILLA	MS	D600	TEACHERS MA	11-130-100-101-00-000-	63,730.00	100.00			0.00
06-1106-06	Teacher Grades 7-8 Language Arts			1.00					
7039 BOUCHARD, KIMBERLY	MS	D600	TEACHERS BA + 10	11-130-100-101-00-000-	57,930.00	100.00			0.00
06-1200-07	Teacher Art			1.00					
4610 ANDERSON, NINA ANN	MS	D600	TEACHERS BA	11-130-100-101-00-000-	102,230.00	100.00			0.00
06-1408-07	Teacher Intervention LAL			1.00					
5093 PINAJIAN, STEFANIE	MS	D600	TEACHERS MA + 60	11-130-100-101-00-000- 20-231-100-101-00-006-	98,230.00	23.65 76.35			0.00 0.00
06-1485-09	Teacher ESL			1.00					
5561 VALLEJOS, ENCARNACION	MS	D600	TEACHERS MA + 50	11-130-100-101-00-000-	105,730.00	100.00			0.00
06-1550-06	Teacher World Language (Spanish)			1.00					
6489 APARICIO, CARMEN	MS	D600	TEACHERS MA	11-130-100-101-00-000-	61,630.00	100.00			0.00
06-1550-07	Teacher World Language (Spanish)			1.00					
5603 DELSERRO, GINA MARIA	MS	D600	TEACHERS MA	11-130-100-101-00-000-	92,230.00	100.00			0.00
06-1550-08	Teacher World Language (Spanish)			1.00					
5326 FRANCISCO, JAHAIRA	MS	D600	TEACHERS BA + 10	11-130-100-101-00-000-	89,230.00	100.00			0.00
06-1550-09	Teacher World Language (Spanish)			1.00					
6095 ORTEGA, SOLANLLY	MS	D600	TEACHERS MA + 10	11-130-100-101-00-000-	75,230.00	100.00			0.00
06-1630-14	Teacher Physical and Health Education			1.00					
6941 SCHLEMM, ZACHARY	MS	D600	TEACHERS BA	11-130-100-101-00-000-	62,530.00	100.00			0.00

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Emp# Name	Loc	Dept	Job Title	Account #						
06-1630-15	Teacher Physical and Health Education			1.00						
6184 GRATACOS, TARA	MS	D600	TEACHERS BA	11-130-100-101-00-000-		71,730.00	100.00			0.00
06-1630-16	Teacher Physical and Health Education			1.00						
5114 LEPORE, CHRISTINE	MS	D600	TEACHERS MA + 40	11-130-100-101-00-000-		118,666.00	100.00			0.00
06-1630-17	Teacher Physical and Health Education			1.00						
5669 ZAPPEL, PHILIP	MS	D600	TEACHERS MA	11-130-100-101-00-000-		102,480.00	100.00			0.00
06-1897-01	Teacher Technology			1.00						
5608 ADAMS, MARK	MS	600	TEACHERS BA	11-130-100-101-00-000-		107,475.00	100.00			0.00
06-1962-01	Teacher Computers			1.00						
4344 LARSON, KATHLEEN	MS	D600	TEACHERS BA	11-130-100-101-00-000-		107,475.00	100.00			0.00
06-2100-10	Teacher Music			1.00						
6322 GIOIA, ANTHONY	MS	D600	TEACHERS BA	11-130-100-101-00-000-		62,730.00	100.00			0.00
06-2100-11	Teacher Music			1.00						
6193 VARGAS, JANUE	MS	D600	TEACHERS MA	11-130-100-101-00-000-		68,730.00	100.00			0.00
06-2100-12	Teacher Music			1.00						
6958 RESETOVS, YURI	MS	D600	TEACHERS BA	11-120-100-101-00-000- 11-130-100-101-00-000-		56,030.00	10.00 90.00			0.00 0.00
06-2400-01	Teacher Special Education Resource			1.00						
6005 FUSCO, GENE	MS	D600	TEACHERS MA + 40	11-213-100-101-00-000-		81,930.00	100.00			0.00
06-2400-06	Teacher Special Education Resource			1.00						
6581 O'CONNELL, MARJORIE	MS	D600	TEACHERS BA + 20	11-213-100-101-00-000-		66,730.00	100.00			0.00
06-2400-11	Teacher Special Education Resource			1.00						
6954 HANNA, DANIELLE	MS	D600	TEACHERS MA	11-213-100-101-00-000-		66,830.00	100.00			0.00
06-2400-12	Teacher Special Education Resource			1.00						
5887 LUCIANO, CYNTHIA	MS	D600	TEACHERS BA + 20	11-213-100-101-00-000-		72,730.00	100.00			0.00
06-2400-13	Teacher Special Education Resource			1.00						
6857 KIM, JEE YEON	MS	D600	TEACHERS MA	11-213-100-101-00-000-		59,530.00	100.00			0.00
06-2401-09	Teacher Special Education MD			1.00						
6949 GEMIGNANI, LAURA	MS	D600	TEACHERS MA	11-212-100-101-00-000-		66,030.00	100.00			0.00
06-2411-07	Teacher Special Education LLD			1.00						
5813 SABELLA, MICHELE	MS	D600	TEACHERS BA	11-204-100-101-00-000-		77,230.00	100.00			0.00
06-2412-10	Teacher Special Education Inclusion SS			1.00						
4444 FIDEL, DAVID	MS	D600	TEACHERS MA + 20	11-213-100-101-00-000-		115,888.00	100.00			0.00
06-3101-09	School Counselor			1.00						
5325 BRIGIDA, DEBRA	MS	D600	TEACHERS MA + 60	11-000-218-104-00-000-		116,652.00	100.00			0.00

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc	Dept	Job Title	Account #							
06-3101-10	School Counselor	1.00									
6120 ADDEO, MATTHEW	MS	D600	TEACHERS MA	11-000-218-104-00-000-		68,730.00	100.00				0.00
06-3105-06	Library Media Specialist	1.00									
4755 SPAHN, CEAN	MS	600	TEACHERS MA + 10	11-000-222-100-00-000-		107,709.00	100.00				0.00
06-3114-06	School Nurse	1.00									
6678 ALASIO, HOLLY	MS	MS	TEACHERS BA + 20	11-000-213-100-00-000-		62,230.00	100.00				0.00
06-3116-05	School Psychologist	1.00									
5491 BIALIK, DANIEL	MS	D600	TEACHERS MA + 60	11-000-219-104-00-000-		104,780.00	100.00				0.00
06-3118-03	Learning Disabilities Teacher Consultant	1.00									
6582 RANAUDO, CHRISTINA	MS	D600	TEACHERS MA	11-000-219-104-00-000-		84,030.00	100.00				0.00
06-3120-06	Speech Language Specialist	1.00									
6723 HOWARD, ANDREW	MS	D600	TEACHERS MA	11-000-216-100-00-000-		68,730.00	100.00				0.00
06-9101-22	Instructional Aide Grades 7-8 LLD	1.00									
5434 KOLIC, MARIA	MS	600	CLASS AIDE NO DEGREE	11-204-100-106-00-000-		26,589.00	100.00				0.00
06-9101-57	Personal Aide ASD 1:1	0.83									
6953 RISPOLI, DAVID	MS	D600	CLASS AIDE NO DEGREE	11-214-100-106-00-000-		17,752.00	100.00				0.00
06-9101-74	Personal Aide Grade 7 1:1 (Blind Stud.)	1.00									
6423 CHACK, JOANNE	MS	D600	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00				0.00
06-9101-78	Personal Aide Grade 8 1:1	0.83									
6855 BHANSALI, POOJA	MS	D600	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
06-9101-79	Personal Aide ASD 1:1	0.83									
6374 LUSHAJ, LINDITA	MS	D600	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
06-9101-81	Personal Aide Grades 7-8 LLD 1:1	0.83									
5216 GILBERT, CARYN	MS	D600	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
06-9101-82	Personal Aide ASD 1:1	0.83									
6917 KWON, CLARIBEL	MS	D600	CLASSROOM AIDE DEGRE	11-214-100-106-00-000-		21,019.00	100.00				0.00
06-9101-91	Personal Aide Grades 7 LLD 1:1	1.00									
5538 GRGAS, SUSAN	MS	D600	CLASS AIDE NO DEGREE	11-000-217-100-00-000-		26,589.00	100.00				0.00
06-9101-98	Personal Aide Grade 6 Resource 1:1	0.83									
5359 LAK, FARAHNAZ	05	D500	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		21,019.00	100.00				0.00
06-9300-15	Secretary School	1.00									
5566 BUTLER, LAURIE	MS	D600	SECRETARY-12 MONTH	11-000-240-105-00-000-		61,660.00	100.00				0.00
06-9400-10	Custodian	1.00									
5071 CAPPELLINI, JOSEPH	661	D661	CUSTODIANS CUST	11-000-262-100-00-000-		66,097.00	100.00				0.00
06-9400-11	Custodian	1.00									

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Emp# Name	Loc	Dept	Job Title	Account #					
06-9400-11	Custodian			1.00					
5505 MKCULLOK, MIGUEL	661	D661	CUSTODIANS CUST	11-000-262-100-00-000-		49,264.00	100.00		0.00
06-9400-12	Custodian			1.00					
4745 REYES, ROBERTO	661	661	CUSTODIANS CUST	11-000-262-100-00-000-		66,697.00	100.00		0.00
07-0000-01	Temporary Leave Replacement School Psych			0.80					
7040 MAIORANO, DEBORAH	HS	D700	TEACHERS BA	11-000-219-104-00-000-		56,030.00	100.00		0.00
07-0000-02	Temporary Leave Replacement Teacher			1.00					
VACANT					11-140-100-101-00-000-	56,030.00	100.00		56,030.00
07-0000-03	Temporary Leave Replacement Teacher			1.00					
VACANT					11-140-100-101-00-000-	56,030.00	100.00		56,030.00
07-0000-04	Temporary Leave Replacement Teacher			1.00					
VACANT					11-140-100-101-00-000-	56,030.00	100.00		56,030.00
07-0000-05	Temporary Leave Replacement Teacher			1.00					
VACANT					11-140-100-101-00-000-	56,030.00	100.00		56,030.00
07-0201-01	Principal			1.00					
5611 GLYNN, LAUREN	HS	700	ADMIN-FLAT SALARY	11-000-240-103-00-000-		147,314.00	100.00		0.00
07-0202-01	Assistant Principal			1.00					
6327 DIAZ, WILLIAM	HS	D700	ADMIN-FLAT SALARY	11-000-240-103-00-000-		129,786.00	100.00		0.00
07-0202-02	Assistant Principal			1.00					
6935 VILARDI, PETER	HS	D700	ADMIN-FLAT SALARY	11-000-240-103-00-000-		113,300.00	100.00		0.00
07-0526-01	Athletic Director			1.00					
5334 RAFTERY, MICHAEL	HS	D700	ADMIN-FLAT SALARY	11-000-240-103-00-010-		136,093.00	100.00		0.00
07-1200-05	Teacher Art			1.00					
5397 CIRONE, THOMAS	HS	D700	TEACHERS BA	11-140-100-101-00-000-		94,730.00	100.00		0.00
07-1200-06	Teacher Art			1.00					
5599 HETMAN, KATHRYN	HS	D700	TEACHERS MA + 10	11-140-100-101-00-000-		88,230.00	100.00		0.00
07-1301-01	Teacher Business Education			1.00					
6488 DELLA FAVE, CHRISTOPHER	HS	D700	TEACHERS MA + 40	11-140-100-101-00-000-		72,130.00	100.00		0.00
07-1301-02	Teacher Business Education			1.00					
6412 GEHRES, ROBERT	HS	D700	TEACHERS MA + 60	11-140-100-101-00-000-		76,230.00	100.00		0.00
07-1301-03	Teacher Business Education			1.00					
6487 MACERI, GIUSEPPA	HS	D700	TEACHERS MA	11-140-100-101-00-000-		68,130.00	100.00		0.00
07-1401-01	Teacher English			1.00					
5928 BARRON, BRANDON	HS	D700	TEACHERS BA	11-140-100-101-00-000-		74,330.00	100.00		0.00
07-1401-02	Teacher English			1.00					

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Emp# Name	Loc	Dept	Job Title	Account #						
07-1401-02	Teacher English			1.00						
5321 BOOTE, NICOLE	HS	700	TEACHERS MA	11-140-100-101-00-000-			92,230.00	100.00		0.00
07-1401-03	Teacher English			1.00						
6591 PACCIANI, NICOLE	HS	D700	TEACHERS BA	11-140-100-101-00-000-			58,230.00	100.00		0.00
07-1401-04	Teacher English			1.00						
5902 CIRONE, DANIEL	HS	D700	TEACHERS MA	11-140-100-101-00-000-			71,430.00	100.00		0.00
07-1401-05	Teacher English			1.00						
6179 DOMINGUEZ, STEPHEN	HS	D700	TEACHERS MA + 60	11-140-100-101-00-000-			81,230.00	100.00		0.00
07-1401-06	Teacher English			1.00						
5322 SCHULTZ-ETRA, JODI	HS	D700	TEACHERS MA	11-140-100-101-00-000-			112,529.00	100.00		0.00
07-1401-07	Teacher English			1.00						
5604 FROIMOVICH, SANDRA	HS	700	TEACHERS MA	11-140-100-101-00-000-			80,730.00	100.00		0.00
07-1401-08	Teacher English			1.00						
5785 JACKSON-SAUL, MICHELLE	HS	D700	TEACHERS MA + 50	11-140-100-101-00-000-			113,443.00	100.00		0.00
07-1401-09	Teacher English			1.00						
5592 KARABATSOS, SOPHIA	HS	D700	TEACHERS MA	11-140-100-101-00-000- 20-231-100-101-00-007-			88,230.00	78.12 21.88		0.00 0.00
07-1401-10	Teacher English			1.00						
6192 SALAME, CHARLES	HS	D700	TEACHERS BA + 10	11-140-100-101-00-000-			72,730.00	100.00		0.00
07-1408-06	Teacher Intervention LAL			1.00						
6181 RICE, ASHLEY	HS	D700	TEACHERS BA + 20	11-140-100-101-00-000- 20-231-100-101-00-007-			66,730.00	40.00 60.00		0.00 0.00
07-1485-07	Teacher ESL			1.00						
6886 MORALES, DENISE	HS	D700	TEACHERS BA + 20	11-240-100-101-00-000-			79,230.00	100.00		0.00
07-1485-08	Teacher ESL			1.00						
6110 WILLIAMS, JUSTIN	HS	D700	TEACHERS MA	11-140-100-101-00-000- 11-240-100-101-00-000-			71,430.00	60.00 40.00		0.00 0.00
07-1506-01	Teacher World Language PT (Mandarin)			0.60						
7041 CAI, XIN	HS	D700	TEACHERS MA + 30	11-140-100-101-00-000-			60,581.00	100.00		0.00
07-1530-01	Teacher World Language (Italian)			1.00						
6925 BERNARDO, CINZIA	HS	D700	TEACHERS BA	11-140-100-101-00-000-			63,430.00	100.00		0.00
07-1530-02	Teacher World Language (Spanish/Italian)			1.00						
5198 MAROTTA-BACCAN, FRANCESCA	HS	D700	TEACHERS MA + 60	11-140-100-101-00-000-			113,230.00	100.00		0.00
07-1550-02	Teacher World Language (Spanish)			1.00						
5864 ACOSTA CHEHIRIAN, ADA	HS	D700	TEACHERS MA + 50	11-140-100-101-00-000-			82,930.00	100.00		0.00

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		Primary	or				Proj Sal	%	or	\$	Calc Amount
Emp# Name	Loc Dept	Job Title	Account #								
07-1550-03	Teacher World Language (Spanish)	1.00									
5875 ELKHECHEN, SUZANNE	HS D700	TEACHERS MA + 10	11-140-100-101-00-000-	76,230.00	100.00					0.00	
07-1550-05	Teacher World Language (Spanish)	1.00									
4842 TORRES, ROCIO	HS D700	TEACHERS MA	11-140-100-101-00-000-	68,130.00	100.00					0.00	
07-1582-01	Teacher World Language (Korean)	1.00									
7007 KIM, SEONGMI	HS D700	TEACHERS BA	11-140-100-101-00-000-	58,230.00	100.00					0.00	
07-1630-05	Teacher Physical and Health Education	1.00									
4750 ALMEYDA, ALEXANDER	HS D700	TEACHERS MA + 60	11-140-100-101-00-000-	114,652.00	100.00					0.00	
07-1630-06	Teacher Physical and Health Education	1.00									
6517 SCULLY, SEAN	HS D700	TEACHERS BA	11-140-100-101-00-000-	56,530.00	100.00					0.00	
07-1630-07	Teacher Physical and Health Education	1.00									
6417 EVANGELISTA, ALLISON	HS D700	TEACHERS BA + 20	11-140-100-101-00-000-	60,230.00	100.00					0.00	
07-1630-08	Teacher Physical and Health Education	1.00									
6376 GIANNATTASIO, MARIA	HS D700	TEACHERS BA	11-140-100-101-00-000-	62,730.00	100.00					0.00	
07-1630-09	Teacher Physical and Health Education	1.00									
6433 KRALJIC, PETER	HS 700	TEACHERS MA	11-140-100-101-00-000-	61,630.00	100.00					0.00	
07-1630-10	Teacher Physical and Health Education	1.00									
5428 LOMBARDO, DIEGO	HS D700	TEACHERS MA + 60	11-140-100-101-00-000-	86,730.00	100.00					0.00	
07-1630-11	Teacher Physical and Health Education	1.00									
5919 MCMENAMIN, KELLY	HS D700	TEACHERS MA + 10	11-140-100-101-00-000-	75,230.00	100.00					0.00	
07-1630-12	Teacher Physical and Health Education	1.00									
5010 OTT, ALYSIA	HS D700	TEACHERS MA	11-140-100-101-00-000-	92,230.00	100.00					0.00	
07-1630-13	Teacher Physical and Health Education	1.00									
5166 STRAUB, WILLIAM	HS D700	TEACHERS BA + 10	11-140-100-101-00-000-	104,230.00	100.00					0.00	
07-1872-01	Teacher Graphic Design	1.00									
6930 CATALANO, MELANIE	HS D700	TEACHERS BA	11-140-100-101-00-000-	62,530.00	100.00					0.00	
07-1901-01	Teacher Mathematics	1.00									
4915 GLEBAS, GARY	HS D700	TEACHERS MA	11-140-100-101-00-000-	112,529.00	100.00					0.00	
07-1901-02	Teacher Mathematics	1.00									
5884 CAULFIELD, CHANG	HS D700	TEACHERS BA	11-140-100-101-00-000-	67,830.00	100.00					0.00	
07-1901-03	Teacher Mathematics	1.00									
6189 JOHNSON, ANGELA	HS D700	TEACHERS MA	11-140-100-101-00-000-	68,730.00	100.00					0.00	
07-1901-04	Teacher Mathematics	1.00									
6584 LONGOBARDI, YVETTE	HS D700	TEACHERS BA	11-140-100-101-00-000-	58,230.00	100.00					0.00	
07-1901-05	Teacher Mathematics	1.00									

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Emp# Name	Loc	Dept	Job Title	Account #						
07-1901-05	Teacher Mathematics			1.00						
6888 LANE, KELLIE	HS	D700	TEACHERS BA	11-140-100-101-00-000-			56,030.00	100.00		0.00
07-1901-06	Teacher Mathematics			1.00						
5429 OBERKEHR, MARK	HS	700	TEACHERS MA	11-140-100-101-00-000-			92,230.00	100.00		0.00
07-1901-07	Teacher Mathematics			1.00						
6494 TURTORO, CHRISTOPHER	HS	700	TEACHERS MA	11-140-100-101-00-000-			61,630.00	100.00		0.00
07-1901-08	Teacher Mathematics			1.00						
6758 BASS, CHLOE	HS	D700	TEACHERS BA	11-140-100-101-00-000-			56,930.00	100.00		0.00
07-1901-09	Teacher Mathematics			1.00						
5724 YOON, JANG	HS	D700	TEACHERS MA + 10	11-140-100-101-00-000-			88,230.00	100.00		0.00
07-1904-05	Teacher Intervention Math			1.00						
6934 BUTLER, BRITTANY	HS	D700	TEACHERS BA + 10	20-231-100-101-00-007-			61,230.00	100.00		0.00
07-2100-07	Teacher Music			1.00						
4925 PICONE, JOSEPH	HS	700	TEACHERS BA	11-140-100-101-00-000-			102,230.00	100.00		0.00
07-2100-08	Teacher Music			1.00						
6100 STEPHENSON, MARY	HS	D600	TEACHERS MA + 30	11-130-100-101-00-000- 11-140-100-101-00-000-			77,230.00	50.00 50.00		0.00 0.00
07-2100-09	Teacher Music			1.00						
4276 WELTE, HARRY	HS	D700	TEACHERS MA + 20	11-140-100-101-00-000-			115,888.00	100.00		0.00
07-2202-01	Teacher Science Environmental			1.00						
5196 OLIVER, KEVIN	HS	D700	TEACHERS MA	11-140-100-101-00-000-			98,730.00	100.00		0.00
07-2231-01	Teacher Science Biology			1.00						
6937 WEST, BRITTANY	HS	D700	TEACHERS MA + 30	11-140-100-101-00-000-			69,430.00	100.00		0.00
07-2231-02	Teacher Science Biology			1.00						
6686 RAVUL, TENY	HS	700	TEACHERS BA	11-140-100-101-00-000-			60,230.00	100.00		0.00
07-2231-03	Teacher Science Biology			1.00						
5517 SCHWED, AMARILLYS	HS	D700	TEACHERS MA	11-140-100-101-00-000-			107,230.00	100.00		0.00
07-2231-04	Teacher Science Biology			1.00						
5821 POWERS, ERIN	HS	D700	TEACHERS MA + 30	11-140-100-101-00-000-			77,230.00	100.00		0.00
07-2235-01	Teacher Science Chemistry			1.00						
6491 KONSTANTINOVA, PATRICIA	HS	D700	TEACHERS MA	11-140-100-101-00-000-			75,230.00	100.00		0.00
07-2235-02	Teacher Science Chemistry			1.00						
6826 KEEFE-MCLAUGHLIN, SUZANNE	HS	D700	TEACHERS MA	11-140-100-101-00-000-			74,230.00	100.00		0.00
07-2236-01	Teacher Science Physics			1.00						
6576 CHOWDHURY, TAHREEN	HS	D700	TEACHERS MA	11-140-100-101-00-000-			87,230.00	100.00		0.00

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Emp# Name	Loc	Dept	Job Title	Account #							
07-2236-02	Teacher Science Physics/Chemistry	1.00									
5881 CALLAHAN, GENEVIEVE	HS	D700	TEACHERS MA + 10	11-140-100-101-00-000-		114,209.00	100.00				0.00
07-2322-01	Teacher Social Studies	1.00									
6938 SHRAGER, ADAM	HS	D700	TEACHERS BA + 20	11-140-100-101-00-000-		82,530.00	100.00				0.00
07-2322-02	Teacher Social Studies/Psychology	1.00									
5614 GRAZIANO HEMPTON, GINA	HS	700	TEACHERS BA	11-140-100-101-00-000-		73,930.00	100.00				0.00
07-2322-03	Teacher Social Studies	1.00									
4922 LOPRESTI, MICHAEL	HS	D700	TEACHERS BA + 10	11-140-100-101-00-000-		92,980.00	100.00				0.00
07-2322-04	Teacher Social Studies	1.00									
6191 POKOJ, MATEUSZ	HS	D700	TEACHERS MA	11-140-100-101-00-000-		75,230.00	100.00				0.00
07-2322-05	Teacher Social Studies	1.00									
5823 RODRIGUEZ, ADRIAN	HS	700	TEACHERS BA + 20	11-140-100-101-00-000-		104,379.00	100.00				0.00
07-2322-06	Teacher Social Studies	1.00									
6323 ROGERS, STEVEN	HS	D700	TEACHERS MA	11-140-100-101-00-000-		66,230.00	100.00				0.00
07-2322-07	Teacher Social Studies	1.00									
5824 ROSEN, MELISSA	HS	D700	TEACHERS BA	11-140-100-101-00-000-		88,230.00	100.00				0.00
07-2322-08	Teacher Social Studies	1.00									
6194 WOLOWITZ, STEPHEN	HS	D700	TEACHERS BA	11-140-100-101-00-000-		65,230.00	100.00				0.00
07-2322-09	Teacher Social Studies/Psych Temp 19-20	1.00									
6621 LADD, DIANA	HS	700	TEACHERS MA	11-140-100-101-00-000-		70,230.00	100.00				0.00
07-2400-08	Teacher Special Education Resource	1.00									
5430 MAYE, HEATHER	HS	D700	TEACHERS MA + 60	11-213-100-101-00-000-		108,480.00	100.00				0.00
07-2401-04	Teacher Special Education MD	1.00									
6093 HEALY, RACHEL	HS	D700	TEACHERS BA	11-212-100-101-00-000-		71,730.00	100.00				0.00
07-2402-01	Teacher Special Education Social Studies	1.00									
VACANT				11-213-100-101-00-000-		70,230.00	100.00				70,230.00
07-2402-02	Teacher Special Education Social Studies	1.00									
6187 CONIGLIO, APRIL	HS	D700	TEACHERS MA + 30	11-213-100-101-00-000-		71,730.00	100.00				0.00
07-2403-01	Teacher Special Education Science	1.00									
5822 COLORADO, JULIETH	HS	D700	TEACHERS MA + 10	11-213-100-101-00-000-		114,209.00	100.00				0.00
07-2403-02	Teacher Special Education Science	1.00									
5008 CUFF, HOLLY	HS	D700	TEACHERS BA	11-213-100-101-00-000-		94,730.00	100.00				0.00
07-2404-01	Teacher Special Education English	1.00									
VACANT				11-213-100-101-00-000-		59,530.00	100.00				59,530.00
07-2404-02	Teacher Special Education English	1.00									

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07-2404-02	Teacher Special Education English			1.00					
6186 BALDOFSKY, KRISTEN	HS	D700	TEACHERS BA	11-213-100-101-00-000-		69,230.00	100.00		0.00
07-2409-01	Teacher Special Education Math			1.00					
5927 COHN, MATTHEW	HS	D700	TEACHERS MA	11-213-100-101-00-000-		74,230.00	100.00		0.00
07-2409-02	Teacher Special Education Math			1.00					
6108 PAGANO, CALOGERO	HS	D700	TEACHERS BA + 20	11-213-100-101-00-000-		69,830.00	100.00		0.00
07-2410-01	Teacher Staff Coach			1.00					
5878 PULIATTE, JAMES	HS	D700	TEACHERS BA	11-000-252-100-00-000-		77,230.00	28.21		0.00
				11-140-100-101-00-000-			20.00		0.00
				20-270-200-100-00-000-			51.79		0.00
07-2412-09	Teacher Special Education Inclusion			1.00					
6688 YOO, SOO MEE	HS	700	TEACHERS MA	11-213-100-101-00-000-		78,230.00	100.00		0.00
07-3101-05	School Counselor			1.00					
5427 ACOSTA, DIANA	HS	D700	TEACHERS MA + 30	11-000-218-104-00-000-		113,065.00	100.00		0.00
07-3101-06	School Counselor			1.00					
6677 BROWN, GABRIELLE	HS	700	TEACHERS MA + 20	11-000-218-104-00-000-		65,730.00	100.00		0.00
07-3101-07	School Counselor			1.00					
5629 CADDELL, LAURA	HS	D700	TEACHERS MA + 60	11-000-218-104-00-000-		92,030.00	100.00		0.00
07-3101-08	School Counselor			1.00					
5045 LAWLOR, TARA	HS	D700	TEACHERS MA + 20	11-000-218-104-00-000-		82,730.00	100.00		0.00
07-3101-11	School Counselor			1.00					
4774 SERULLE, LUDDY	HS	D700	TEACHERS MA + 30	11-000-218-104-00-000-		98,980.00	100.00		0.00
07-3105-05	Library Media Specialist			1.00					
6134 WALDEN, DOUGLAS	HS	D700	TEACHERS MA + 60	11-000-222-100-00-000-		77,430.00	100.00		0.00
07-3113-01	Athletic Trainer			1.00					
5879 HUR, BYUNG	HS	D700	TEACHERS MA	11-402-100-100-00-000-		80,730.00	100.00		0.00
07-3114-05	School Nurse			1.00					
5831 BREWTON, NATEKA	HS	D700	TEACHERS MA	11-000-213-100-00-000-		106,029.00	100.00		0.00
07-3116-04	School Psychologist			1.00					
6008 PROTO, REINA	HS	D700	TEACHERS MA + 40	11-000-219-104-00-000-		75,430.00	100.00		0.00
07-3116-06	School Psychologist			1.00					
6830 GOLDRICH, YARON	HS	D700	TEACHERS MA + 60	11-000-219-104-00-000-		80,230.00	100.00		0.00
07-3117-03	School Social Worker Part Time			0.65					
6606 MURPHY, ELISA	HS	D700	TEACHERS MA	11-000-219-104-00-000-		40,337.00	100.00		0.00
07-3118-04	Learning Disabilities Teacher Consultant			1.00					

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Emp# Name	Loc	Dept	Job Title	Account #					
07-3118-04	Learning Disabilities Teacher Consultant			1.00					
5716 LOPEZ, MARILYN	HS	D700	TEACHERS MA + 60	11-000-219-104-00-000-		101,980.00	100.00		0.00
07-3121-01	Student Assistance Counselor			1.00					
5778 CUOZZO, DAVID	HS	D700	TEACHERS MA + 20	11-000-211-172-00-000-		80,230.00	100.00		0.00
07-9101-06	Personal Aide Grade 9 1:1			0.83					
VACANT					11-000-217-100-00-000-	21,018.92	100.00		21,018.92
07-9101-39	Instructional Aide Grades 9-12 Resource			0.83					
6948 FORD, JOSUWHA	HS	700	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-		21,019.00	100.00		0.00
07-9101-56	Personal Aide Grade 10 1:1			0.83					
6447 BALLERO-RAMOS, EVA	HS	D700	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		25,365.00	100.00		0.00
07-9101-58	Personal Aide Grade 9 1:1			1.00					
5125 YOUSEF, MONA	HS	D700	CLASS AIDE NO DEGREE	11-000-217-100-00-000-		26,589.00	100.00		0.00
07-9101-59	Instructional Aide Grades 9-12 Resource			1.00					
6151 ANDERSON, JULIA	HS	D700	CLASSROOM AIDE DEGRE	11-213-100-106-00-000-		30,560.00	100.00		0.00
07-9101-60	Personal Aide Grade 11 1:1			1.00					
6167 BACICH, ALIDA	HS	D700	CLASS AIDE NO DEGREE	11-000-217-100-00-000-		26,589.00	100.00		0.00
07-9101-61	Personal Aide Grade 11 1:1			1.00					
6214 AZZOLINO, ROBERT	HS	D700	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00		0.00
07-9101-62	Personal Aide Grade 11 1:1			1.00					
5053 JAIN, SANGEETA	HS	D700	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00		0.00
07-9101-80	Personal Aide Grade 10 1:1			1.00					
4526 MEGARIS, ANNA	HS	D700	CLASSROOM AIDE DEGRE	11-000-217-100-00-000-		30,560.00	100.00		0.00
07-9300-09	Secretary School			1.00					
6589 BATTISTA, MARY	HS	D700	SECRETARY-12 MONTH	11-000-240-105-00-000-		61,660.00	100.00		0.00
07-9300-10	Secretary School			1.00					
6619 ALTAMURA, HELEN	HS	D700	SECRETARY-12 MONTH	11-000-240-105-00-000-		63,980.00	100.00		0.00
07-9300-11	Secretary School			1.00					
5319 LEON, MARCIA	HS	D701	SECRETARY-12 MONTH	11-000-218-105-00-000-		61,660.00	100.00		0.00
07-9300-12	Secretary School			1.00					
6336 NANNAS, LOLA	HS	D700	SECRETARY-12 MONTH	11-000-211-100-00-000-		51,539.00	100.00		0.00
07-9300-14	Secretary School			1.00					
5260 PETTIGREW, ROSA	HS	D701	SECRETARY-12 MONTH	11-000-218-105-00-000-		60,660.00	100.00		0.00
07-9400-09	Custodian			1.00					
5226 YAN, ROBERTO	761	761	CUSTODIANS CUST	11-000-262-100-00-000-		56,139.00	100.00		0.00
07-9400-13	Custodian			1.00					

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* Pos. Code	Position Description	UPC FTE Primary	Emp Sal or Proj Sal	% or \$	Calc Amount
Emp# Name	Loc Dept	Job Title	Account #		
07-9400-13	Custodian	1.00			
4351 ARROYO, JOHNNY	761 D761	CUSTODIANS HHS	11-000-262-100-00-000-	78,425.00	100.00 0.00
07-9400-14	Custodian	1.00			
5031 BRITO, JORGE	761 761	CUSTODIANS CUST	11-000-262-100-00-000-	66,097.00	100.00 0.00
07-9400-15	Custodian	1.00			
5628 PEREZ, LIZANDRO	761 D761	CUSTODIANS CUST	11-000-262-100-00-000-	49,264.00	100.00 0.00
07-9400-16	Custodian	1.00			
5149 PERRONE, ANTONIO	761 D761	CUSTODIANS CUST	11-000-262-100-00-000-	59,264.00	100.00 0.00
20-0200-01	Title III Salaries	1.00			
VACANT			20-241-200-100-00-000-	0.00	100.00 0.00
20-0200-02	IDEA Salaries	1.00			
VACANT			20-250-200-100-00-000-	0.00	100.00 0.00
52-0291-05	Uniform Allowance	1.00			
VACANT			11-000-291-290-10-252-	0.00	100.00 0.00
53-0291-06	Vaction Payout	1.00			
VACANT			11-000-291-290-10-253-	0.00	100.00 0.00
54-0291-07	DCRP - Board Share	1.00			
VACANT			11-000-291-290-10-254-	0.00	100.00 0.00
61-0291-03	Health Benefits Waiver Payments	1.00			
VACANT			11-000-291-270-10-261-	0.00	100.00 0.00
81-0100-01	Substitute Grade K Salaries	1.00			
VACANT			11-110-100-101-00-081-	0.00	100.00 0.00
81-0100-03	Substitutes G1-5 Salaries	1.00			
VACANT			11-120-100-101-00-081-	0.00	100.00 0.00
81-0100-06	Substitutes G6-8 Salaries	1.00			
VACANT			11-130-100-101-00-081-	0.00	100.00 0.00
81-0100-08	Substitutes G9-12 Salaries	1.00			
VACANT			11-140-100-101-00-081-	0.00	100.00 0.00
81-0100-11	Substitute Aide Salaries	1.00			
VACANT			11-190-100-106-00-081-	0.00	100.00 0.00
81-0100-13	Substitute LLD Salaries	1.00			
VACANT			11-204-100-101-00-081-	0.00	100.00 0.00
81-0100-15	Substitute LLD Aide Salaries	1.00			
VACANT			11-204-100-106-00-081-	0.00	100.00 0.00
81-0100-16	Substitute Resource Salaries	1.00			

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Emp# Name	Loc Dept	Primary Job Title	or Proj Sal	%	or \$	Calc Amount
81-0100-16 VACANT	Substitute Resource Salaries	1.00				
			11-213-100-101-00-081-	0.00	100.00	0.00
81-0100-18 VACANT	Substitute Resource Aide Salaries	1.00				
			11-213-100-106-00-081-	0.00	100.00	0.00
81-0100-19 VACANT	Substitute ASD Salaries	1.00				
			11-214-100-101-00-081-	0.00	100.00	0.00
81-0100-21 VACANT	Substitute ASD Aide Salaries	1.00				
			11-214-100-106-00-081-	0.00	100.00	0.00
81-0100-22 VACANT	Substitute GPK Salaries	1.00				
			11-216-100-101-00-081-	0.00	100.00	0.00
81-0100-23 VACANT	Substitute GPK Aide Salaries	1.00				
			11-216-100-106-00-081-	0.00	100.00	0.00
81-0100-24 VACANT	Substitute BSI Salaries	1.00				
			11-230-100-101-00-081-	0.00	100.00	0.00
81-0100-26 VACANT	Substitute Bilingual Salaries	1.00				
			11-240-100-101-00-081-	0.00	100.00	0.00
81-0213-01 VACANT	Substitute Nurse Salaries	1.00				
			11-000-213-100-00-081-	0.00	100.00	0.00
81-0214-01 VACANT	Substitute 1:1 Aide Salaries	1.00				
			11-000-217-100-00-081-	0.00	100.00	0.00
81-0218-01 VACANT	Substitute Guidance Salaries	1.00				
			11-000-218-104-00-081-	0.00	100.00	0.00
81-0222-01 VACANT	Substitute Librarian Salaries	1.00				
			11-000-222-100-00-081-	0.00	100.00	0.00
81-0240-01 VACANT	Substitute Secretary Salaries	1.00				
			11-000-240-105-00-081-	0.00	100.00	0.00
82-0100-02 VACANT	Class Coverage GK	1.00				
			11-110-100-101-00-082-	0.00	100.00	0.00
82-0100-04 VACANT	Class Coverage G1-5	1.00				
			11-120-100-101-00-082-	0.00	100.00	0.00
82-0100-07 VACANT	Class Coverage G6-8	1.00				
			11-130-100-101-00-082-	0.00	100.00	0.00
82-0100-09 VACANT	Class Coverage G9-12	1.00				
			11-140-100-101-00-082-	0.00	100.00	0.00
82-0100-14	Class Coverage LLD	1.00				

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Emp# Name	Loc Dept	Job Title			Account #			
82-0100-14 VACANT	Class Coverage LLD	1.00			11-204-100-101-00-082-	0.00	100.00	0.00
82-0100-17 VACANT	Class Coverage Resource	1.00			11-213-100-101-00-082-	0.00	100.00	0.00
82-0100-20 VACANT	Class Coverage ASD	1.00			11-214-100-101-00-082-	0.00	100.00	0.00
82-0100-25 VACANT	Class Coverage BSI	1.00			11-230-100-101-00-082-	0.00	100.00	0.00
90-0262-01 VACANT	Custodial OT	1.00			11-000-262-100-00-090-	0.00	100.00	0.00
90-0263-01 VACANT	Care and Upkeep OT	1.00			11-000-263-100-00-090-	0.00	100.00	0.00
90-0270-01 VACANT	Transportation OT	1.00			11-000-270-161-00-090-	0.00	100.00	0.00
91-0261-01 VACANT	S1 Maintenance OT	1.00			11-000-261-110-00-991-	0.00	100.00	0.00
92-0261-02 VACANT	S2 Maintenance OT	1.00			11-000-261-110-00-992-	0.00	100.00	0.00
93-0261-03 VACANT	S3 Maintenance OT	1.00			11-000-261-110-00-993-	0.00	100.00	0.00
93-0262-02 VACANT	Summer Custodial Intern Salaries	1.00			11-000-262-100-00-093-	0.00	100.00	0.00
94-0261-04 VACANT	S4 Maintenance OT	1.00			11-000-261-110-00-994-	0.00	100.00	0.00
95-0291-04 VACANT	Employee Health Benefits	1.00			11-000-291-290-10-095-	0.00	100.00	0.00
96-0261-05 VACANT	MS Maintenance OT	1.00			11-000-261-110-00-996-	0.00	100.00	0.00
97-0261-06 VACANT	HS Maintenance OT	1.00			11-000-261-110-00-997-	0.00	100.00	0.00

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* Pos. Code	Position Description			UPC FTE Primary			Emp Sal or Proj Sal			% or \$	Calc Amount
Emp# Name	Loc	Dept			Job Title	Account #					
							Total Calc Amt				\$959,167.35

<u>Totals for ALL Salaries & Active UPCs:</u>	<u>Employee Count</u>	<u>UPC Count</u>	<u>UPC FTE Total</u>
Total of Employee Salaries (attached to UPCs)	\$37,355,411.00	563	563
Total of Employee Salaries (not attached to UPCs)	\$0.00	0	0
Total of Projected Salaries for Active Vacant UPCs	\$748,560.35	0	82
Totals	\$38,103,971.35	563	645

Employee	18-19 Base Salary	19-20 Base Salary
Ambrosio, Patrick	\$142,440.60	\$146,714.00
Berman, Jay	\$157,062.87	\$161,775.00
Brennan, John	No Change	\$123,600.00
Carlor, Michele	\$94,530.54	\$97,367.00
Carrubba, Lauren	\$143,057.01	\$147,349.00
Collazo-Baker, Diane	\$116,932.69	\$120,441.00
Daniello, Robert	\$149,571.05	\$154,059.00
Davis, Diana	\$136,909.50	\$141,017.00
Diaz, William	\$126,005.27	\$129,786.00
Finizio, Joseph	\$120,526.82	\$124,143.00
Giacomelli, Rosemary	\$161,850.57	\$166,707.00
Glynn, Lauren	\$142,440.60	\$146,714.00
Neff, Steven	No Change	\$97,850.00 (7-1-19 thru 8-23-19 only)
Raftery, Michael	\$131,545.66	\$135,493.00
Ruesga, Gina	\$115,048.38	\$118,500.00
Vilardi, Peter	No Change	\$113,300.00